



Aligning PreK and Kindergarten Assessment, Instructional Practices and Learning

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Outcomes

- Understand the power of Birth to 3rd Continuity
- Apply DAP across the curriculum
- Share instructional targets and strategies:
 - Focus on number sense and letter/word knowledge
- Compare curriculum framework/units of study across grade levels
- Practice observational assessment of play
- Plan next steps



<https://www.youtube.com/watch?v=cxak5WncWk80>

Birth to 3rd Continuity

- Don't leave transition to chance
- Continuity of curriculum: build on, go deeper
- Consistency of developmentally appropriate practices
- Continuity of assessment
- Continuity of social emotional learning and support
- Continuity of family involvement

PreK-3rd Strategies	Example Implementation Indicators	Self-Assess Depth of Implementation/Alignment	Example Evaluation Approach
<p>Standards</p> <p>Meaningful, rigorous, and aligned standards are used to determine what children are expected to learn.</p> <p>Curricula</p> <p>Curricula that are balanced, intentional, relevant, and developmentally and selected and implemented.</p> <p>Assessments</p> <p>A comprehensive assessment system that includes diagnostic, formative, and summative tools is used to understand student progress.</p>	<p>Superintendents, Principals, Teachers, Classroom/Field Personnel</p> <ul style="list-style-type: none"> • Collaborate in developing shared understanding of what young children, PreK-3rd, need to know and be able to do. • Use formal and data level (and other) alignment tools to inform their work. • Develop learning progressions that support children's continuous progress from pre-K to grade 3. • Regularly use standards and learning progressions to professional development and family conferences. <p>District Administrators/Community Leaders</p> <ul style="list-style-type: none"> • Review and support the use of common curricula and assessment across PreK-3rd grade. • Engage teachers in identifying common learning goals and standards and developing a cohesive curriculum framework. <p>Principals/District Administrators</p> <ul style="list-style-type: none"> • Provide professional development for school and community-based teachers around curricula, assessments, and their integration with alignment partners. <p>District Administrators/Community Leaders</p> <ul style="list-style-type: none"> • Establish and regularly update district-level curriculum of appropriate content in both and data markets. • Support in-service and open for professional learning, social, emotional, and physical development and alignment of child learning and development. • Provide data to inform and early learning programs for children from birth through age 3. <p>Principals/District Administrators</p> <ul style="list-style-type: none"> • Use alignment tools to assess and inform individual teachers, school-wide learning, and teaching practices. • Regular assessment focus in both data and shared learning and teaching practices. 	<p>The standards</p> <ul style="list-style-type: none"> • Address the standards used across PreK-3rd and aligned with early childhood programs (e.g., state and national) that are used in districts and early childhood programs. • Determine what standards are used and how they align with the standards used in early childhood programs. • Determine what standards are used and how they align with the standards used in early childhood programs. <p>Curricula are</p> <ul style="list-style-type: none"> • Research based • Aligned with state standards • Support foundational competencies • Focus both the process and content of learning • Regularly reviewed, then revised, updated, or added <p>Assessment systems include:</p> <ul style="list-style-type: none"> • Diagnostic assessments • Formative assessments • Summative assessments • Progress monitoring • Performance assessment <p>An aligned system of standards, curricula, and assessments is:</p> <ul style="list-style-type: none"> • Data-based • Community based early learning programs • Child-led • Child-driven • Open to all 	<p>EVALUATION PURPOSES:</p> <ul style="list-style-type: none"> • Determine if the content of standards, curricula, and assessment is aligned with the goals and purposes. • Determine the degree to which standards, curricula, and assessments are aligned with one another. • Show that teachers, families, and administrators understand the value of alignment and its role in supporting children's learning. • Gauge the degree to which aligned instructional goals are being implemented within and across districts. <p>EXAMPLE METHODS:</p> <ul style="list-style-type: none"> • Superintendents visits or interviews. • Principal surveys or interviews. • District-level review and alignment analysis of PreK-3rd curricula and common curricula and/or assessments. • Teacher PreK-3rd surveys. • Focus groups or focus groups of best sites during the school year. • Classroom observations using instructional tools.



Birth to 3rd Continuity

“Continuous” clearly does not mean “the same.”
 The content of instruction needs to change as children develop new understandings and skills, are able to take on new forms of participation, develop language and take on new content.

[PK-3: What does it mean for instruction?](#)

Birth to 3rd Continuity

Consistency in particular practices or instructional routines (e.g., warm-up math activities, reading to each other in pairs, or discussing the meaning of text in a small group) may give children a feeling of familiarity, self-confidence, and self-efficacy (e.g., “I know how to do this; this is just like what we did last year”).

[PK-3: What does it mean for instruction?](#)

Long Term Impact of High Quality Kindergarten Teachers

Zip Code Destiny

Nov. 12, 2018

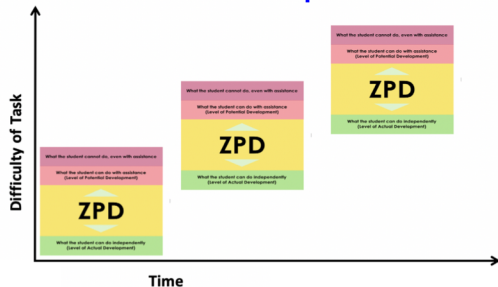
<https://www.npr.org/odets/stories/2018/11/12/hidden-brain>



Developmentally Appropriate Practices:

- Meet children where they are
 - Individually and as a group
- Help each child reach challenging and achievable goals

Zone of Proximal Development



Five Guidelines of DAP

- Create a Caring Community of Learners
- Planning Curriculum to Achieve Important Goals
- Teaching to Enhance Development and Learning
- Assessing Children’s Development and Learning
- Establishing Reciprocal Relationships with Families



Activity: Jigsaw DAP



- Each person reads their section
- Discuss and similarities and differences for PK-K
- Recorder: Captures similarities and differences between PK & K on Venn diagram on Chart Paper
- Reporter: Shares ideas with whole group

Jigsaw Groups



Topic	pages
1. Caring community	35-36
2. Teaching to enhance development	36-38
3. Scaffolding learning	38-40
4. Planning curriculum	41-43
5. Assessing learning and development	44-45
6. Relationship with families	45-46
7. Both/And thinking	48-50

Sharing Instructional Targets: Math



Standards...

Are the bridge between what empirical research says about children's learning and the kinds of teaching and learning that occurs in the classroom.

Are intended to shape the development of curriculum and assessment tools.

National Research Council (2009)

Math Standards

Preschool

- Subitize to 4
- Rote count to 20
- Count sets of objects up to 5
- Name numerals 1-10
- Answers "How Many?" after counting

Kindergarten

- Rote count to 120
- Count sets of objects up to 20
- Add and subtract within 10 without objects or drawings
- Write numerals 1-20
- Solve addition problems of 3 numbers within 20

Developmental Domain: Cognition: Math (COG: MATH)					
COG:MATH 2: Number Sense of Quantity					
Child shows developing understanding of number and quantity					
Mark the latest developmental level the child has mastered:					
Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence.	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence.	Recites numbers in order up to 100 by ones and by tens, starting at any given number.	Counts beyond 100, starting at any given number.
	Recites numbers in order, one through ten		Recites numbers correctly, up to 20	Counts at least 20 objects correctly using one-to-one correspondence.	Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones.
				Demonstrates understanding that teen numbers are composed of ten and additional ones (10-15).	Reads and writes two-digit numerals up to 100.
				Reads and writes numerals 0 to 20	
End of Preschool Standards					
Examples					

K

Developmental Domain: Cognition: Math (COG: MATH)
COG:MATH 3: Number Sense of Math Operations
 Child shows increasing ability to add and subtract small quantities of objects

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
Attempts to or explores changes in numbers of objects	Identifies the new number of objects after one object is added to or removed from a set of two or three objects	Uses counting to add or subtract one or two objects to or from a group of at least four objects	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (e.g., 7=5+2; 7=6+1)	Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction
End of Preschool Standards					


Review PK-K Crosswalk

- Look for alignment
- Look for gaps
- Look for transition opportunities
- Consider parent communication practices

What do you notice?

Instructional Strategies for Math

1. Brainstorm instructional strategies on post-its. Put in middle of table.
2. Sort into groups



Examples of Supports

Sensory	Graphic	Interactive
Real-life objects (realia) Manipulatives Pictures & photographs Illustrations, diagrams & drawings Magazines Physical activities Videos & Films Models & figures	Charts Graphic organizers Tables Graphs Timelines Number lines Scaffolded writing	In pairs or partners In triads or small groups In a whole group With the Internet (Web sites) or software programs In the native language (L1) With mentors With adult prompting/ modeling

What more can we do to close the gap?

- Understand trajectories
- Understanding learning standards
- Joint professional learning
- Sharing of learning strategies
- Embedding math in play and everyday problems

Understand Trajectories

Developmental Levels for Comparing and Ordering Numbers				Developmental Levels for Recognizing Number and Subitizing (Number Recognition)			
Age	Level/Name	Level	Description	Age	Level/Name	Level	Description
1	Counting	1	Child can count objects one-to-one and understand that the last number counted represents the total number of objects.	1	Counting	1	Child can identify groups of objects and use finger points and manipulatives to count them. Child can identify a natural developmental progression by matching to count with manipulatives (e.g., blocks). The developmental path can be described as part of a learning trajectory.
2	Counting	2	Child can count objects one-to-one and understand that the last number counted represents the total number of objects. Child can identify groups of objects and use finger points and manipulatives to count them. Child can identify a natural developmental progression by matching to count with manipulatives (e.g., blocks). The developmental path can be described as part of a learning trajectory.	2	Counting	2	Child can identify groups of objects and use finger points and manipulatives to count them. Child can identify a natural developmental progression by matching to count with manipulatives (e.g., blocks). The developmental path can be described as part of a learning trajectory.
3	Counting	3	Child can count objects one-to-one and understand that the last number counted represents the total number of objects. Child can identify groups of objects and use finger points and manipulatives to count them. Child can identify a natural developmental progression by matching to count with manipulatives (e.g., blocks). The developmental path can be described as part of a learning trajectory.	3	Counting	3	Child can identify groups of objects and use finger points and manipulatives to count them. Child can identify a natural developmental progression by matching to count with manipulatives (e.g., blocks). The developmental path can be described as part of a learning trajectory.
4	Counting	4	Child can count objects one-to-one and understand that the last number counted represents the total number of objects. Child can identify groups of objects and use finger points and manipulatives to count them. Child can identify a natural developmental progression by matching to count with manipulatives (e.g., blocks). The developmental path can be described as part of a learning trajectory.	4	Counting	4	Child can identify groups of objects and use finger points and manipulatives to count them. Child can identify a natural developmental progression by matching to count with manipulatives (e.g., blocks). The developmental path can be described as part of a learning trajectory.

Sharing Curriculum Frameworks

Topics of study (Format)

Standards

Assessment

Learning Activities

Resources



Unit Discussion:

- Discoveries?
- What's next?
- What do you need?



Sharing Instructional Targets: Letter and Word Knowledge



Letter and Word Knowledge Standards for Preschool

- Differentiate letters from numerals.
- With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.
- Recognize own name, common signs and labels in the environment.
- Name the majority of uppercase letters of the alphabet.
- Recognize that letters are grouped to form words.

Letter and Word Knowledge Standards for Kindergarten

- Read at least 25 high-frequency words by sight.
- Associate the long and short sounds with common spellings for the five major vowels.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Recognize that sentences are made up of separate words.
- Add or substitute individual sounds in simple, one-syllable words to make new words

Developmental Domain: LLD – Language and Literacy Development
LLD 9: Letter and Word Knowledge
 Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
Demonstrates awareness of a few letters in the environment	Identifies some letters by name	Identifies ten or more letters (not necessarily at the same time); and Shows understanding that make up words	Identifies most uppercase letters and most lowercase letters (not necessarily at the same time); and Shows understanding that letters correspond to sounds in words	Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels; and Identifies frequently-used words (e.g., the, of, is, to, you, she, my)	Assembles or splits apart words to make new words; and Identifies both short vowel sounds and long vowel sounds for most vowels

Exploring

Middle	Later
Demonstrates awareness that pictures represent people or things	Demonstrates awareness of a few common simple symbols in the environment

Preschool

K

Review PK-K Crosswalk

- Look for alignment
- Look for gaps
- Look for transition opportunities
- Consider parent communication practices

What do you notice?

Instructional Strategies for Letter and Word Knowledge

1. Brainstorm instructional strategies on post-its. Put in middle of table.
2. Sort into groups

Literacy Continuum Examples

Powerful Interactions

- **Be Present**
 - Listen, Observe
- **Connect**
 - To their idea, interest
- **Extend**
 - Add one more thing: prop, role, plan, scenario, language, writing, etc.

5 STAGES OF MATURE MAKE-BELIEVE PLAY

1. First Scripts	No plan, no roles, limited language, plays with objects as objects, short time frame
2. Roles with Actions	No plan, roles emerge from action, creates stereotypic scenarios, language describes action, plays with objects as props, plays for a few minutes
3. Roles with Rules and Beginning Scenarios	Plans roles and actions, uses language for roles and actions, needs props for roles, 10-15 minutes of play, plays familiar scripts fully
4. Mature Roles	Plans scenarios and plans evolve, multiple roles interact, symbolic props &/or invents props, uses role speech, 60 minutes of play, series of coordinated scenarios with "problems" that evolve over time with emotional aspects
5. Dramatization, Multiple Roles and Director's Play	Plans elaborate scenarios, can play more than role at a time, can use pretend rather than actual prop, scenarios last over several days, book language as well as role speech, series of coordinated scenarios than can change based on player

Hamilton's Towing



PROPELS

- Plan
- Roles and Actions
- Props
- Extended time
- Language
- Scenarios



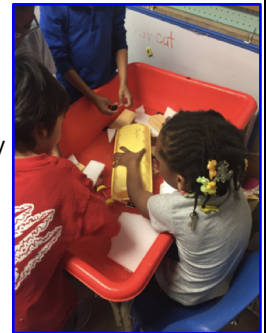
Develop a Scenario

- Use the materials you chose
- One person is the player
- One is the scaffolder:
 - Be Present, Connects and Extends
- Think about Plans, Roles, Language, Scenarios



Learning Centers

- Choice
- Novelty
- Independent level that vary
- Varied interactive options
- All linguistic domains
- Language choice
- Playful learning
- Interest driven



All types of play are important in the early years, but they are not of equal value. This is a very important point in understanding how play is linked to executive functioning. Construction play, block play, water play, puzzles, clay, painting, etc., are all valuable and essential for children. However, the most important and highest level of play is socio-dramatic play or pretend play with others. Mature socio-dramatic helps develop executive functioning.

Bedrova and Leong, *Tools of the Mind*

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Five Stages in a Child's Make-Believe Play

	1. First Scripts	2. Roles in Action	3. Roles with Rules and Beginning Scenarios	4. Mature Roles, Planned Scenarios, and Symbolic Props	5. Dramatization, Multiple Themes, Multiple Roles, and Director's Play
Plan	Does not plan during play.	Does not plan during play.	Plans roles; actions are named prior to play.	Plans each scenario in advance.	Plans elaborate themes, scenarios, and complex roles. Spends more time planning than acting out the scenario.
Roles	Does not have roles.	Acts first and then decides on roles. No rules are revealed.	Has roles with rules that can be violated.	Has complex, multiple roles.	Can play more than one role at a time. Roles have social relationships.
Props	Plays with objects as objects.	Plays with objects as props. Actions with a prop result in a role.	Needs a prop for the role.	Chooses symbolic and pretend props.	Can pretend rather than actually have a prop. Does not need a prop to stay in the role. Objects can have roles.
Extended time frame	Explores objects, but not play scenarios.	Creates scenarios that last a few minutes.	Creates scenarios that last 10-15 minutes.	Creates scenarios that last 60 minutes or longer. With support, can create scenarios that last over several days.	Creates scenarios that last all day and over several days. Play can be interrupted and restarted.
Language	Uses little language.	Uses language to describe actions.	Uses language to describe roles and actions.	Uses language to describe roles and actions. Uses role speech.	Uses language to delineate the scenario, roles, and action. Book language is incorporated into role speech.
Scenario	Does not create a scenario. Can copy what the teacher does and says or will follow the teacher's directions if script is simple and repetitive.	Creates a scenario that is stereotypical, with limited behaviors. Can incorporate modeled roles and actions into play, with support.	Plays familiar scripts fully. Accepts new script ideas.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Describes unfolding scenario, roles, and actions.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Uses themes from stories and literature.