Introduction to HighScope's COR for Kindergarten

WELCOME TO
COR FOR KINDERGARTEN!

- HighScope's newest research proven assessment tool

- Designed specifically for kindergarten age students

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for Kindergarten

BRIEF OVERVIEW OF THE COR FOR KINDERGARTEN SYSTEM

COR for Kindergarten comprises two assessments 1) Kindergarten Entry Record (KER) measures what a child can do independently at kindergarten entry 2) Ongoing Record (OR) measures the impact of kindergarten instruction throughout the school year. The KER is administered during the first few months of school (a minimum of 30 school days), and the OR is administered three times over the remainder of the school year in what we call Checkpoints.

The KER has 20 items and the OR has 30 items that include the 20 KER items. The OR tracks student growth on standards that teachers and experts identified as the most important standards to track through the school year. Reports from the student level to the state level can be created after the completion of the KER and after the completion of each Ongoing Record Checkpoint.

OVERVIEW CONTINUED

The entire COR for Kindergarten has 79 items. The 49 that are not on the Ongoing Record are on the Progress Monitoring Record. It is a teacher checklist that would be used for students who are not progressing as expected on the Ongoing Record. The Progress Monitoring Record can be used to help identify students for instructional interventions or to progress monitor students receiving instructional interventions. There are additional progress monitoring tools for specific items as well e.g., letter identification.

HOW IS OUR KINDERGARTEN ASSESSMENT SYSTEM DIFFERENT FROM THE REST?

HighScope responded to kindergarten teacher requests for an assessment that is

- practical to administer[1]
- explicitly aligned to early childhood and kindergarten standards[1]
- comprehensive enough to take the place of all of the locally required assessments they presently administer.[2]

[1] http://www.michigan.gov/mde/0,4615,7-140-22709_65339---,00.html

[2] http://educationnorthwest.org/sites/default/files/events/resources/Combined-KEA-Webinar-Slides.pdf

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HOW DID WE RESPOND TO THE KINDERGARTEN TEACHER REQUESTS?

We developed a practical (short and easy to use) assessment that

- limits the number of domains to the five essential domains identified by The National Education Goals Panel Report 1998

- limits the number of items on the KER to 20

- limits the number of items on the OR to 30

- limits features to assessments, resources, and reports (features administrators, teachers, and parents need to inform programming, instruction, and learning decisions)

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HOW DID WE RESPOND TO THE KINDERGARTEN TEACHER REQUESTS?

We developed two assessments, one for kindergarten entry and one that formatively assesses throughout the kindergarten year, that clearly align to early childhood and kindergarten standards

- the KER aligns explicitly to early childhood standards using readily recognizable national standard language

- the OR aligns explicitly to national standards using readily recognizable standard language

HOW DID WE RESPOND TO THE KINDERGARTEN TEACHER REQUESTS?

We developed a comprehensive assessment system that measures student ability at kindergarten entry, throughout the kindergarten year, and progress monitors students needing more intensive assessment to ensure success (all-in-one assessment system)

- includes progress monitoring tools within the KER and OR to track student growth in letter identification, letter sounds, and numeral recognition
- includes a Progress Monitoring Record for students who are identified as needing interventions to increase their learning trajectories
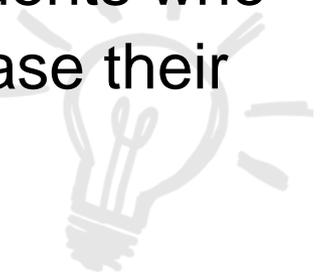
We included teachers in the development of the assessment from the beginning.

Kindergarten teachers
- reviewed the assessment design
- participated in cognitive labs to review the assessment items
- critiqued the assessment system during focus groups
- participated in pilot studies
- provided feedback through surveys conducted after each pilot trial
- participated in the implementation study
- helped develop scoring guides and useful assessment reports
- suggested improvements to the online website

The assessment system was subsequently revised based on teacher recommendations.

BOTH ASSESSMENTS ARE

- Reliable and Valid
- Developmentally appropriate
- Aligned with Early Learning and Development Standards and state and National Standards for Kindergarten
- Efficient and practical to administer
- Observation and interactive performance task based
- Scored using concept of "best fit"
- Criterion referenced (standards)
- Able to inform instruction
- Supported online

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KINDERGARTEN ENTRY RECORD

- Is administered the first few months of school

- Has 20 items across 5 domains

- Takes between 20-30 minutes to administer per child

- Takes no more than 30 days to administer the entire assessment

- Uses observational techniques to gather information needed to score items and provides interactive assessment tasks that can make collection of student information more efficient and practical when needed

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ONGOING RECORD

- Is administered up to 3 times after the administration of the KER

- Has 30 items across 5 domains, the same 20 as the KER plus 10 more items that teachers and experts identified as important to track throughout the kindergarten year. The last two descriptors on the KER are the first two descriptors on the OR for the 20 overlapping items.

- Takes between 30-40 minutes to administer per child

- Takes no more than 30 days to administer the entire assessment

- Uses observational techniques to gather information needed to score items and provides interactive assessment tasks that can make collection of student information more efficient and practical when needed
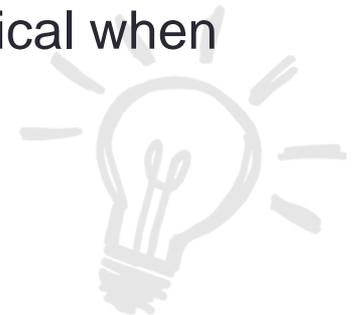
DOCUMENTATION AND REPORTS

Documentation for the KER

- Scoring records are provided in the resource section to help teachers jot down observations and scores
- Student work portfolios and anecdotal notes offline and online (teachers can enter anecdotal notes into the online system)

Reports

- Includes a suite of reports from individual child reports to state level reports
- Includes family reports

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ONLINE BASIC TRAINING

The basic online training course is available free of charge with purchase of subscriptions. After completion of the basic course, most teachers will be able to understand the assessment, use the online website easily, and score students reliably. The basic training course is located in the resources section of the online website and consists of the following:

BASIC TRAINING FOR KER ADMINISTRATION

Teacher Training Guide – Self-paced

Kindergarten Entry Record - Assessment Training

Writing Objective Anecdotes – Online Course

Reliability Check – Online Course

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ONLINE ASSESSMENT HELP

Within the online assessment system you will find additional resources that will help you navigate the system easily, seek help about problems with the system or the assessment, and videos and PPTs that can assist you in managing your class, assessing your students, and creating reports. Plus you can always use the contact information on the following page for assistance.

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