

WEBINAR

High-Quality, Equitable Early Childhood Assessments: What's Next for California?



October 27, 2021

Housekeeping

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Webinar Agenda

▶ Welcome & Housekeeping

- Cathy Yun, Learning Policy Institute

▶ Opening Remarks

- Edgar Zazueta, Association of California School Administrators

▶ Research Presentation

- Cathy Yun, Learning Policy Institute

▶ Panel Discussion

- Moderator: Sarah Neville-Morgan, California Department of Education
- Katie Cox, Elgin School District U-46
- Jennifer Marroquin, Tulare City School District
- Francine Rodd, First 5 Monterey County

▶ Q & A

▶ Closing

Goals

- ▶ Identify key characteristics of high-quality ECE assessment
- ▶ Describe how high-quality ECE assessments might inform instruction and strengthen early learning systems
- ▶ List conditions and supports that enable implementation and continuous improvement

Opening Remarks



Edgar Zazueta

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High-Quality Early Childhood Assessment

Purpose & Methodology

Purpose:

- ▶ Synthesize research about high-quality ECE assessment
- ▶ Provide examples of how states and districts choose, implement, and use ECE assessments

Methodology:

- ▶ Review of existing literature
- ▶ 50-state scan of KEAs
- ▶ Interviews with experts, state and district administrators
- ▶ Identified states and districts with promising practices
- ▶ Qualitative analyses

Research Questions

- ▶ What types of assessments are states and districts using?
- ▶ What might administrators look for in a high-quality assessment?
- ▶ What training and support are needed to support the effective use of assessments for instruction?
- ▶ How are states/districts supporting continuous improvement of their assessments?
- ▶ What strategies, and cautions, can we learn from state/district experiences?

Poll #1

What assessments
does your
school/district/county
use in TK and/or K?
(check all that apply)





Characteristics of High-Quality Assessment

1. Content

- ▶ Measures the essential domains of child development, including social-emotional, cognitive, language and literacy, mathematical and scientific reasoning, and physical development.
- ▶ Places children's skills along a developmental continuum or learning progression.
- ▶ Aligns to developmentally appropriate early learning and kindergarten standards, curricula, and instruction.
- ▶ Connects to ongoing formative assessment across p-3.
- ▶ Contains content that is inclusive of all children assessed, regardless of socioeconomic, cultural, or language backgrounds.
- ▶ Provides information that is relevant and sufficiently detailed to guide instruction.

2. Administration

- ▶ Has procedures that are appropriate for young children.
- ▶ Takes place in a natural and familiar setting.
- ▶ Is administered flexibly to accommodate a range of abilities, languages, and cultures and allows children to demonstrate skills in a variety of ways.
- ▶ Is supported by adequate professional development to administer the assessment fairly and reliably, with minimal bias.
- ▶ Is supported by timely teacher and administrator resources—reports, data summaries, and administrative manuals.

3. Validity

- ▶ Documents what children know and can do in real, authentic situations.
- ▶ Has well-documented evidence that the tool is valid and reliable, with reasonable accommodations for all children being assessed, regardless of culture, language, ability, or special needs.
- ▶ Aligns with purposes for the data, including informing instruction.

State Kindergarten Assessment Examples





3 Elements of Intentional Implementation

1. Informing and Improving Instruction

- ▶ Adequate professional development
- ▶ Timely access to data
- ▶ Adequate time and resources





2. Strengthening Early Learning Systems

- ▷ Aligning p-3
- ▷ Engaging families
- ▷ Aggregating data to find system needs
- ▷ Guardrails against misuse

3. Supporting Implementation and Continuous Improvement

- ▶ Robust stakeholder engagement
- ▶ Strategic communications
- ▶ Gradual approach
- ▶ Continuous review
- ▶ Ongoing administrative support and funding



Summary and Recap

- ▶ High-quality early childhood assessments have appropriate content, administration procedures, and validity for children with diverse abilities, special needs, cultural backgrounds, and home languages
- ▶ Using assessment data to inform and improve instruction requires professional development, access to data, and resources
- ▶ Aggregated assessment data can be used to strengthen early learning systems but need guardrails against misuse
- ▶ Assessment implementation and continuous improvement require robust stakeholder engagement and ongoing resources

Thank you!

Questions?

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High-Quality Early Childhood Assessment

Learning From States' Use of
Kindergarten Entry Assessments

Cathy Yun, Hanna Melnick, and Marjorie Wechsler



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AUGUST 2021

Panelists



MODERATOR

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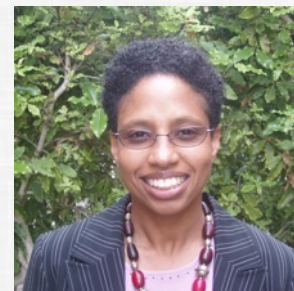
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Closing Remarks

Resources

- ▷ [LPI report *High-Quality Early Childhood Assessment: Learning From States' Use of Kindergarten Entry Assessments*](#)
- ▷ [GKIDS Readiness Check Website](#)
- ▷ [IL KIDS Website](#)
- ▷ [CDE P-3 Alignment Website](#)
- ▷ [2015 Monterey County Kindergarten Readiness Study](#)
- ▷ [2012 Monterey County Kindergarten Readiness Study](#)



Thank you

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