



# KIDS observations virtual workshop: Handouts



October 2019

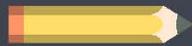
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This Workbook and Resources document is available on the Regional Educational Laboratory Midwest website at <https://ies.ed.gov/ncee/edlabs/regions/midwest>.

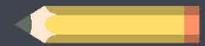
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# Kindergarten Entry Assessments



## WHAT YOU NEED TO KNOW



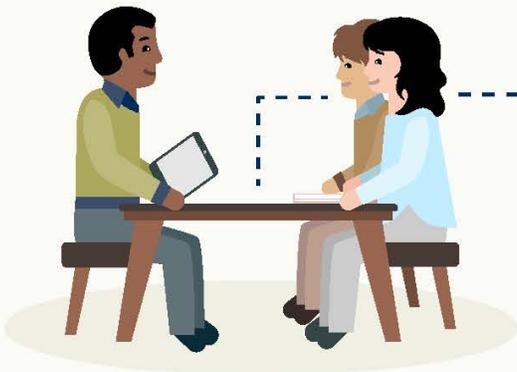
**Kindergarten entry assessments** (or **KEAs** for short) capture a child's development across multiple areas, or domains, that have been shown to predict long-term student success.

Video link: <https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/kindergarten-entry-assessments-video.aspx>

## What are some uses and benefits of kindergarten entry assessments?

**TEACHERS** can use KEAs for individual and groups of students to

- Tailor instruction.
- Identify and target learning gaps.
- Flag students for further testing.
- Track children's progress by re-administering the tool.
- Share information about children's development with families.



**PARENTS AND FAMILIES** can use KEAs to

- Better understand their child's development.
- Better support their child's development at home.

**ADMINISTRATORS** can use classroom-, school-, and district-level KEAs to

- Identify and plan needed supports.
- Guide early learning programs.
- Inform teacher professional development.
- Improve collaboration and alignment across grades.



**STATE LEADERS** can review KEA trends and data to

- Make well-informed decisions about state programs, policies, and resource allocations.





Visit the **Illinois State Board of Education website** to learn more about KIDS and related resources for teachers, administrators, and districts: <https://www.isbe.net/kids>



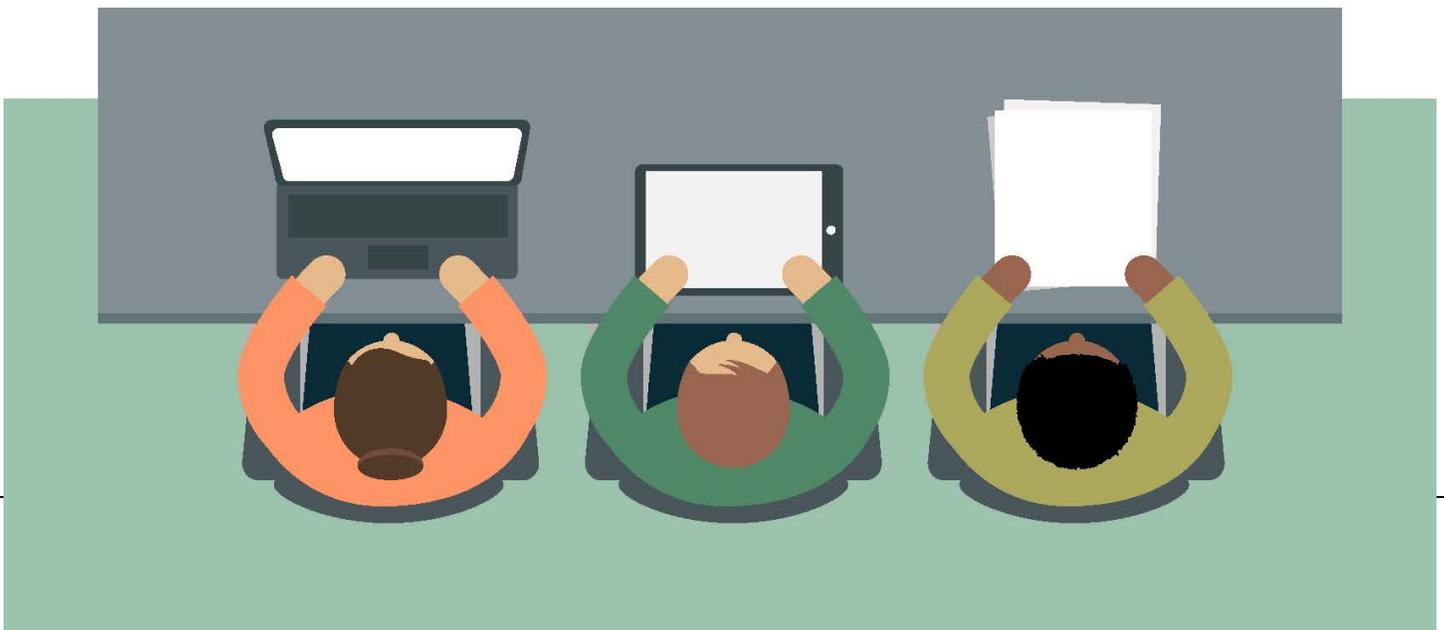
Visit **REL Midwest's website** to learn how we are partnering with state agencies in Illinois to improve early childhood education.



Visit these sites to learn how **states across the nation** are using KEAs:

- Center On Enhancing Early Learning Outcomes: <http://ceelo.org/ceelo-products/assessment/>
- Center on Standards & Assessment Implementation: <https://www.csai-online.org/sos>

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## Required measures for state snapshot

Source: Illinois State Board of Education. (n.d.). *KIDS 14 state readiness measures*. Retrieved from [https://www.isbe.net/Documents\\_KIDSWebsiteResources/14\\_Required\\_Measures.pdf](https://www.isbe.net/Documents_KIDSWebsiteResources/14_Required_Measures.pdf)

| Readiness Domains   | 14 State Readiness Measures  |
|---|--|
| <b>Approaches to Learning and Self-Regulation (ATL-REG)</b> | <ul style="list-style-type: none"> <li>• Curiosity and Initiative in Learning (ATL-REG1)</li> <li>• Self-Control of Feelings and Behavior (ATL-REG2)</li> <li>• Engagement and Persistence (ATL-REG3)</li> </ul>   |
| <b>Social and Emotional Development (SED)</b>               | <ul style="list-style-type: none"> <li>• Relationships and Social Interactions with Familiar Adults (SED3)</li> <li>• Relationships and Social Interactions with Peers (SED4)</li> </ul>   |
| <b>Language and Literacy (LLD)</b>                          | <ul style="list-style-type: none"> <li>• Communication and Use of Language (Expressive) (LLD3)</li> <li>• Reciprocal Communication and Conversation (LLD4)</li> <li>• Comprehension of Age-Appropriate Text (LLD6)</li> <li>• Phonological Awareness (LLD8)</li> <li>• Letter and Word Knowledge (LLD9)</li> </ul> |
| <b>Cognition: Math (COG: Math)</b>                          | <ul style="list-style-type: none"> <li>• Classification (COG:MATH1)</li> <li>• Number Sense of Quantity (COG:MATH2)</li> <li>• Number Sense of Math Operations (COG:MATH3)</li> <li>• Shapes (COG:MATH6)</li> </ul>  |

## Sample kindergarten class schedule—Brainstorm activity ideas

| Time                  | General activity                        | Domain and measures                |
|-----------------------|---|------------------------------------|
| 8:15 a.m.             | Students arrive/prepare for instruction | ATL-REG 2, SED, LLD 3 & 4          |
| 8:30–9:00 a.m.        | Large group activity/circle time        | ATL-REG, SED, LLD, COG: Math       |
| 9:00–10:30 a.m.       | Language arts instruction (small group) | ATL-REG, SED, LLD                  |
| 10:30–11:30 a.m.      | Sensorimotor/movement activities        | ATL-REG 2, SED, LLD 3 & 4          |
| 11:30 a.m.–12:30 p.m. | Lunch and recess                        | ATL-REG 2, SED, LLD 3 & 4          |
| 12:30–1:00 p.m.       | Rest time/quiet time                    | ATL-REG 2, SED, LLD 3 & 4          |
| 1:00–1:50 p.m.        | Mathematics (small group)               | ATL-REG, SED, LLD 3 & 4, COG: Math |
| 1:50–2:30 p.m.        | Learning center time (small group)      | ATL-REG, SED, LLD 3 & 4, COG: Math |
| 2:30–2:50 p.m.        | Clean up/prepare for dismissal          | ATL-REG 2, SED, LLD 3 & 4          |

## Anecdotal note forms

  **ANECDOTAL NOTE**

Child: \_\_\_\_\_ Date: \_\_\_\_\_

Where/When: \_\_\_\_\_

Who else was involved? \_\_\_\_\_

What did the child say or do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff/Teacher: \_\_\_\_\_

  **ANECDOTAL NOTE**

Child: \_\_\_\_\_ Date: \_\_\_\_\_

Where/When: \_\_\_\_\_

Who else was involved? \_\_\_\_\_

What did the child say or do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff/Teacher: \_\_\_\_\_

  **ANECDOTAL NOTE**

Child: \_\_\_\_\_ Date: \_\_\_\_\_

Where/When: \_\_\_\_\_

Who else was involved? \_\_\_\_\_

What did the child say or do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff/Teacher: \_\_\_\_\_

  **ANECDOTAL NOTE**

Child: \_\_\_\_\_ Date: \_\_\_\_\_

Where/When: \_\_\_\_\_

Who else was involved? \_\_\_\_\_

What did the child say or do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff/Teacher: \_\_\_\_\_



## Observation planning tool

Step 1: Identify the students, activity, and readiness measures that you will be observing (you decide the order for completing these three boxes.)

### Which students will you be observing?

- Do you need more data for specific students?
- Do you have a specific student or set of students that you want to observe?

### What activity will you be observing?

- Do you have a specific lesson plan that you would like to observe?
- What is the format (large group, small group, free choice, recess, meals, routines/transitions)?
- What time of the day will you conduct the observation (circle time, language arts instruction, lunch and recess, learning center time)?

### What readiness measures will you be observing?

- What specific measures within the domains will you have the opportunity to observe?
- Consider the social components and academic components of the lesson.
- Be ready to capture spontaneous interactions of behaviors that may provide additional evidence.

Step 2: Identify the data collection tools that you will use when observing.

### Which data collection tools, methods, and materials will you use when observing?

**Example tools:** Annotated observation forms, tallies, checklists, organizers

**Example methods:** Whole-class observation, questioning individual students, collecting annotated student work, notes from other adults

**Example materials:** Sticky notes, index cards, mailing labels, cameras, video, audio recorders, iPads

## Observation planning tool completed example

Step 1: Identify the students, activity, and readiness measures that you will be observing (you decide the order for completing these three boxes.)

### Which students will you be observing?

One student per visitor group:

- Tabitha.
- Murray.
- Simon.
- George.
- Elisha.
- Drew.

### What activity will you be observing?

Classroom visitor time:  
construction activity

### What readiness measures will you be observing?

SED 3—Relationships and Social Interactions with Familiar Adults

- Asks visitor questions.
- Initiates activities with visitor.
- Interacts cooperatively with visitor.
- Shows understanding of visitor goals.
- Shows interest in visitor feelings.

Step 2: Identify the data collection tools that you will use when observing.

### Which data collection tools, methods, and materials will you use when observing?

Anecdotal note forms prefilled with student names to be completed by visitor.  
Give visitor a list of what to look for.

## Observation planning tool blank template

Step 1: Identify the students, activity, and readiness measures that you will be observing (you decide the order for completing these three boxes.)

Which students will you be observing?

What activity will you be observing?

What readiness measures will you be observing?



Step 2: Identify the data collection tools that you will use when observing.



Which data collection tools, methods, and materials will you use when observing?

## KIDS Observation planning tool: Table format

The information from the planning tool can be organized into a table so that you can organize plans for several lessons in the same place.

| What activity               | Which students                                   | Which measures  | Which data collection tool and what to look for   |
|-----------------------------|--|---|---|
| Center Time—Shapes Table    | Students who choose that center.                 | <b>COG: MATH 6—Shapes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Matches.</li> <li><input type="checkbox"/> Identifies.</li> <li><input type="checkbox"/> Recognizes.</li> <li><input type="checkbox"/> Describes.</li> <li><input type="checkbox"/> Names 2D and 3D in variety of orientations.</li> <li><input type="checkbox"/> Describes defining attributes.</li> <li><input type="checkbox"/> Creates representations.</li> </ul> <b>ATL-REG 1—Curiosity and Initiative in Learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explores.</li> <li><input type="checkbox"/> Asks questions.</li> <li><input type="checkbox"/> Investigates.</li> <li><input type="checkbox"/> Systematically experiments.</li> <li><input type="checkbox"/> Compares multiple sources of information.</li> </ul> | Answers to open-ended questions captured in anecdotal notes and with checklist.   |
| Center Time – Grocery Store | Students who choose that center.                 | <b>LLD 4—Reciprocal Communication and Conversation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Back-and-forth.</li> <li><input type="checkbox"/> Contribute/build on ideas.</li> <li><input type="checkbox"/> Discusses reasoning/problem solving/predicting/understanding, seeks information.</li> </ul> <b>SED 4—Relationships and Social Interactions With Peers</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with peers.</li> <li><input type="checkbox"/> Participates.</li> <li><input type="checkbox"/> Shows empathy/concern.</li> <li><input type="checkbox"/> Explains thoughts and feelings.</li> </ul>   | Anecdotal note sheet to record the types of interactions I see.   |
| Independent ELA work time   | ESL students—Diana, Estivaliz, Guillermo, Leena. | <b>LLD 9—Letter and Word Knowledge</b><br><br><b>ATL-REG 3—Engagement and Persistence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Working independently.</li> <li><input type="checkbox"/> Seeking adult support.</li> <li><input type="checkbox"/> Returning to challenging activities.</li> <li><input type="checkbox"/> Completing multistep activities.</li> </ul>  | Annotated student work.<br><br>Notes on responses to open-ended questions.<br><br>Letter name checklist.                        |
| Snack time                  | Whole class—as many students as possible.        | <b>SED 4—Relationships and Social Interactions With Peers</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with peers.</li> <li><input type="checkbox"/> Participates.</li> <li><input type="checkbox"/> Shows empathy/concern.</li> <li><input type="checkbox"/> Explains thoughts and feelings.</li> </ul>   | Tally sheet to record the types of interactions I see.  |
| Classroom visitor time      | Tabitha, Murray, Simon, George, Elisha, Drew.    | <b>SED 3—Relationships and Social Interactions With Familiar Adults</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asks visitor questions.</li> <li><input type="checkbox"/> Initiates activities with visitor.</li> <li><input type="checkbox"/> Interacts cooperatively with visitor.</li> <li><input type="checkbox"/> Shows understanding of visitor goals.</li> <li><input type="checkbox"/> Shows interest in visitor feelings.</li> </ul>   | Annotated note forms pre-filled with student names, to be completed by visitor.<br><br>Give visitor a list of what to look for. |

## Additional resources and contacts

### Illinois State Board of Education KIDS site



**Illinois  
State Board of  
Education**

KIDS administrators' and teachers' page: [ISBE.net/kids](https://www.isbe.net/kids)

On this page, you will find information, tools, and resources to implement KIDS in your community.

### Contacts

**Illinois KIDS coordinator**

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## Further reading

Forman, G. & Hall, E. (2005). Wondering with Children: The Importance of Observation in Early Education. *Early Childhood Research and Practice*. Vol 7. No. 2.

Jablon, J. R., Dombro, A. L., & Dichtelmiller, M. L. (2007). *The power of observation for birth through eight*. Washington, DC: Teaching Strategies Inc. (Original work published 1999).

McDonald, P. (2018) Observing, Planning, Guiding: How an Intentional Teacher Meets Standards through Play. NAEYC

## Online Resources and Links

ISBE KIDS website

<https://www.isbe.net/kids>

Strategies for Collecting and Organizing Observations

[https://www.isbe.net/Documents\\_KIDSWebsiteResources/Strategies\\_for\\_Collecting\\_Observations.pdf](https://www.isbe.net/Documents_KIDSWebsiteResources/Strategies_for_Collecting_Observations.pdf)

Anecdotal Note Organizer

[https://www.isbe.net/Documents\\_KIDSWebsiteResources/Anecdotal\\_Note\\_Organizer.pdf](https://www.isbe.net/Documents_KIDSWebsiteResources/Anecdotal_Note_Organizer.pdf)

Open-Ended Question Cards

[https://www.isbe.net/Documents\\_KIDSWebsiteResources/Open\\_Ended\\_Question\\_Cards.pdf](https://www.isbe.net/Documents_KIDSWebsiteResources/Open_Ended_Question_Cards.pdf)

KIDS Class Checklist

[https://www.isbe.net/Documents\\_KIDSWebsiteResources/Class%20List%20Checklist.pdf](https://www.isbe.net/Documents_KIDSWebsiteResources/Class%20List%20Checklist.pdf)

KIDS Instrument Crosswalk for the Five Readiness Domains

<https://www.isbe.net/Documents/KIDS-EL-Instrument-Crosswalk-5-Readiness-Domains.pdf>

KIDS User Guide

<https://www.isbe.net/Documents/KIDS-User-Guide-Instrument.pdf>