



# New Mexico Early Childhood Observation Tool (ECOT)

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Central Regional Cooperative  
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# Purpose of the Tools

- **Preschool Observation Tool** – gather information on what children know and can do at the time of preschool entry and document growth over the preschool year(s)
- **Kindergarten Observation Tool** – gather information on what children know and can do at the time of kindergarten entry
- **Assist teachers in data-driven instructional decision making at the child and classroom level**
- Identify individual children's needs and provide necessary supports to children and teachers
- Provide families with information about their children's learning and development
- Inform education and care stakeholders



NEW MEXICO  
**Kindergarten  
Observation Tool**





NEW MEXICO  
**PED Preschool  
Observation Tool**

(NM PreK, Special Education, Title I)



# Sample Indicator Rubric

## Domain 6: Self, Family, and Community

Outcome 20: The child works cooperatively with other children and adults.

Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.

### Aligned New Mexico Kindergarten Standards:

#### Physical Education Standards

Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:

K-4 Benchmark 3: recognize the influence of peer pressure and identify ways of resolving conflict:

K-2.1. demonstrate the elements of socially acceptable conflict resolution; and

K-2.2. demonstrate effective communication skills.

#### ELG Rubric Text 20.2

		3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
Refer to ELG		First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
		Waits for something he or she wants to have or do only with <u>adult help</u> .	Can wait for something he or she wants to have or do without adult help <u>some of the time</u> .	Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher <u>talk and assistance</u> .	Begins to develop strategies for dealing with conflict, but may rely on teacher talk and assistance to initiate strategies effectively and reach resolution.	Sometimes initiates strategies for dealing with conflict, but may need adult assistance to reach resolution.	Frequently initiates and completes conflict resolution successfully, with minimal adult assistance.	Independently negotiates, compromises, and discusses conflict with success on a regular basis.	Models positive ways to resolve conflict for peers, stepping in to support others when appropriate.

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
<b>NM PreK and Title 1 Preschool</b>	<p><b>BOY</b> – Rubric ratings must be finalized in ECOT <b>by the 30<sup>th</sup> instructional day from first day of child attendance</b> (including portfolios)</p> <p>BOY data collection window opens July 1; Closes October 15.</p>	<p><b>MOY</b> – Rubric ratings must be finalized in ECOT by the <b>first Friday in February</b> (February 1, 2019) (Portfolio forms for 900 hour programs only)</p> <p>MOY data collection window opens <b>October 16</b></p>	<p><b>EOY</b> – Rubric ratings must be finalized in ECOT <b>within the last two weeks of the child’s program</b> (including portfolios)</p> <p>EOY data collection window opens <b>February 2</b></p>
<b>Special Education Preschool</b>	<p><b>BOY</b> – Rubric ratings must be finalized and ECO reporting (in STARS) completed using ECOT data <b>by the 30<sup>th</sup> calendar day from the first day of child attendance</b></p> <p>Portfolio forms are due the 30<sup>th</sup> calendar day from first day of child attendance;</p> <p>BOY data collection window opens <b>July 1</b> and closes <b>October 15</b></p>	<p><b>MOY</b> – Rubric ratings must be finalized in ECOT by the <b>first Friday in February</b> (February 1, 2019) (Portfolio forms for 900 hour programs only);</p> <p>MOY data collection window opens <b>October 16</b></p>	<p><b>EOY</b> – Rubric ratings must be finalized in ECOT <b>within the last two weeks of the child’s program</b> (including portfolios)</p> <p>Complete ECO exit reporting in STARS using ECOT data for all children who have been in program for at least six months</p> <p>EOY data collection window opens <b>February 2</b></p>
<b>Kindergarten</b>	<p><b>BOY</b> – 25 <b>instructional</b> days of the K-3 Plus program OR the first 30 instructional days of the regular school year; final ratings must be submitted by <b>October 15th</b></p>		

# Uses of ECOT

- All New Mexico Public Education Department PreK programs (serving 3Y SPED, and 4Y children)
- All kindergarten classrooms across the state since 2016

# ECOT - Reporting

- Immediate Reporting
- Cascading levels of access
- Reports:
  - Student Summary (and Growth)
  - Portfolios (PreK)
  - Family/Teacher Report
  - Classroom/School/District/State Summary Reports

Rating: 5 - Making Progress for 4s

Observation Date: 9/16/2017 9:22:06 PM

Describe what you saw the child do and/or say:

Today, the class visited the library. \_\_\_\_\_ read the book Monsters Love Colors by Mike Austin. \_\_\_\_\_ sat on the carpet with his peers and listened to the story. When Ms. CJ was finished reading the story she asked the children what was happening on one of the pages. \_\_\_\_\_ raised his hand and shared, "There were monsters and they made messes with color crayons and stuff. I don't think they are real."

Initiator: Teacher

Task Type: Familiar Task

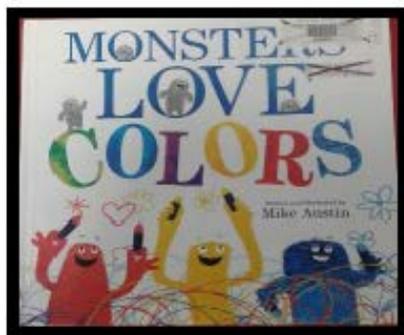
Time Spent: 5-15 minutes

How was activity accomplished:

Independently

With peers

Insert Comments and Attachments:



Indicator*	Rubric Ratings					
	First Steps for 4s	Making Progress for 4s	Accomplished for 4s	Making Progress for K	Accomplished for K	Making Progress for Grade 1

### Physical Development, Health, and Well Being

<b>1.1: Coordination and Strength</b>	
<b>2.1a: Fine Motor Tools</b>	
<b>Accomplishments:</b>	1.1 Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.
<b>Will continue to work on:</b>	2.1a Develops manual coordination to use writing and crafting tools.
<b>Notes:</b>	This is where I can type notes to the family about the student's performance.
<b>Family Input</b>	Joe has been playing soccer since he was 3. He does not really like to craft or play with small toys like Legos.

### Literacy

<b>5.2: Follows directions</b>	
<b>5.3a: Rhyme</b>	
<b>5.3b: Letter-Sound, Beginning</b>	
<b>5.4: Vocabulary</b>	
<b>6.1: Conversational Ability</b>	
<b>7.1: Book Enjoyment</b>	
<b>7.2: Story Comprehension</b>	
<b>7.3: Book Conventions</b>	
<b>7.4: Alphabet knowledge and</b>	
<b>8.3: Writing</b>	
<b>Accomplishments:</b>	5.3b Knows and applies letter-sound correspondence and beginning sound-recognition skills. 7.4 Progresses in understanding of alphabet knowledge and word recognition skills.

# Development

New Mexico PreK / Race to the Top

Development and Field Test (Completed Fall 2015)

Full Implementation (Fall 2016)

Refinement of KOT to ECOT (2016)

ECOT Full Implementation 2017 (PreK and K)

# 2017 Validation Study – REL Southwest

Overall, we found the New Mexico Kindergarten Observation Tool to be a valid measure of children’s foundational knowledge and skills, as well as their academic knowledge and skills and their learning and social skills at kindergarten entry.

Dahlke, K., Yang, R., Martínez, C., Chavez, S., Martin, A., Hawkinson, L., Shields, J., Garland, M., & Carle, J. (2017). *Scientific evidence for the validity of the New Mexico Kindergarten Observation Tool* (REL 2018–281). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <https://ies.ed.gov/ncee/edlabs/>.



# Scientific evidence for the validity of the New Mexico Kindergarten Observation Tool

Katie Dahlke  
Rui Yang  
Carmen Martínez  
Suzette Chavez  
Alejandra Martín  
Laura Hawkinson  
American Institutes for Research

Joseph Shields  
Marshall Garland  
Jill Carle  
Gibson Consulting Group

## Key findings

This study examined the construct validity of the 2015 New Mexico Kindergarten Observation Tool (KOT), an observational measure of students' knowledge and skills completed by the kindergarten teacher at the beginning of the year. Key findings include:

- Construct validity analyses supported an overall general school readiness score and two domain scores: a cognitive school readiness domain score and a noncognitive school readiness domain score. The analyses did not support the six domain scores identified by the developer.
- KOT domain scores were moderately correlated with scores from an established measure of early literacy skills, and the correlation patterns support the conclusion that the KOT domains measure distinct dimensions of school readiness.
- Rating categories were distinct (that is, no category was redundant) and ordered appropriately (that is, teachers used higher rating categories for students with higher overall ability).
- Substantial classroom-level variation was found for KOT domain scores and item ratings. Such variation is not uncommon among observational measures or indirect assessments, but it raises questions about the extent to which scores measure students' true abilities.



[https://www.youtube.com/watch?v=k1ei-G\\_m2DI&feature=youtu.be](https://www.youtube.com/watch?v=k1ei-G_m2DI&feature=youtu.be)

[https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL\\_2018281.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2018281.pdf)



# Validated Domain Structures

- PreK
  - General school readiness
  - Two-factor structure
    - Academic Knowledge and Skills
    - Learning and Social Skills
  - Four-factor structure
    - Physical and Motor Skills
    - Literacy
    - Mathematics
    - Learning and Social Skills
- Kindergarten
  - General school readiness
  - Two-factor structure
    - Academic Knowledge and Skills
    - Learning and Social Skills

# Training and Support

Development of online learning modules (no cost to the LEAs):

- Returning Teacher Module
- New Teacher PreK Module
- New Teacher K Module
- Ongoing TA and support from Public Education Department

# Continuous Improvement

- Teacher and additional user feedback
- Item refinement
- Four-step data analysis training
- ECOT system improvement

# Successes

- Alignment of PreK and K data in a single system
- Alignment of “K ready” expectations
- Data to support individual needs of children
- Parent/Teacher Reports and conferences
- Navigating current assessment climate successfully

# Advice

- Understand the needs of your communities.
- Communicate early, openly, and honestly.
- Build communities of support.
- Respond to the needs of the users.



# The Pennsylvania Kindergarten Entry Inventory

**Mary Anne Olley**  
Early Educator Advisor II  
Commonwealth of Pennsylvania

June 18, 2018

# Purpose of the Pennsylvania Kindergarten Entry Inventory

Public schools in Pennsylvania do not have a standard tool to assess the status of children at kindergarten entry across a broad range of domains.

Pennsylvania teachers, school administrators, and state policy makers are in need of an inventory of student skills and competencies that:

- addresses a broad range of cognitive and non-cognitive domains,
- is aligned to the Pennsylvania Early Learning Standards and Pennsylvania Academic Standards,
- and can be easily completed by teachers at the beginning of the school year.

The Pennsylvania Kindergarten Entry Inventory is intended to be used by kindergarten teachers to record students' demonstration of skills within the first **45 calendar days** of the kindergarten year.

# Why did Pennsylvania choose to develop its own tool?



# The Pennsylvania Kindergarten Entry Inventory

**Not intended to**

- Deny or exclude access to kindergarten for those children who are age eligible
- Determine placement in a program, class, or special education
- Replace an assessment or evaluation of a child
- Serve as high-stakes assessment of programs, teachers, or children

# Time and Resources



**Dedicated web page to  
Pennsylvania's Kindergarten Entry Inventory**

**<http://kei-pa.org>**

**Pennsylvania's Office of Child Development  
and Early Learning Research**

**<http://www.ocdelresearch.org/default.aspx>**

## Doing it RIGHT!

# Pennsylvania Kindergarten Entry Inventory Validation Study Results



What was learned?

# Evidence-based Uses of the Kindergarten Entry Inventory

## Use of the *Emerging Academic Competencies* and *Learning Engagement Competencies* dimensions of the PA KEI:

1. Teachers use scores to inform instruction for all children at kindergarten entry.
2. Teachers use ratings on the individual PA KEI indicators to inform instruction for all children at kindergarten entry.
3. Policymakers, school district leaders, and principals use average scores at the state, district, or school level across all children rated on the PA KEI to provide a descriptive snapshot of children's competencies.

\*No scientific evidence was found for making comparisons among districts or among schools within districts.

**Sustainability**



**It's not JUST about the tool!**



For more information on the  
Pennsylvania Kindergarten Entry Inventory

Please contact

**[RA-PWOCDEI@pa.gov](mailto:RA-PWOCDEI@pa.gov)**

*The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.*



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# **Desired Results Developmental Profile— Kindergarten DRDP-K (2015)**

## **A Developmental Continuum for Kindergarten**

**Serene Yee**

Education Program Consultant  
Early Education and Support Division  
California Department of Education

**Kerry Kriener-Althen**

WestEd Center for Child & Family Studies

**June 18, 2018**



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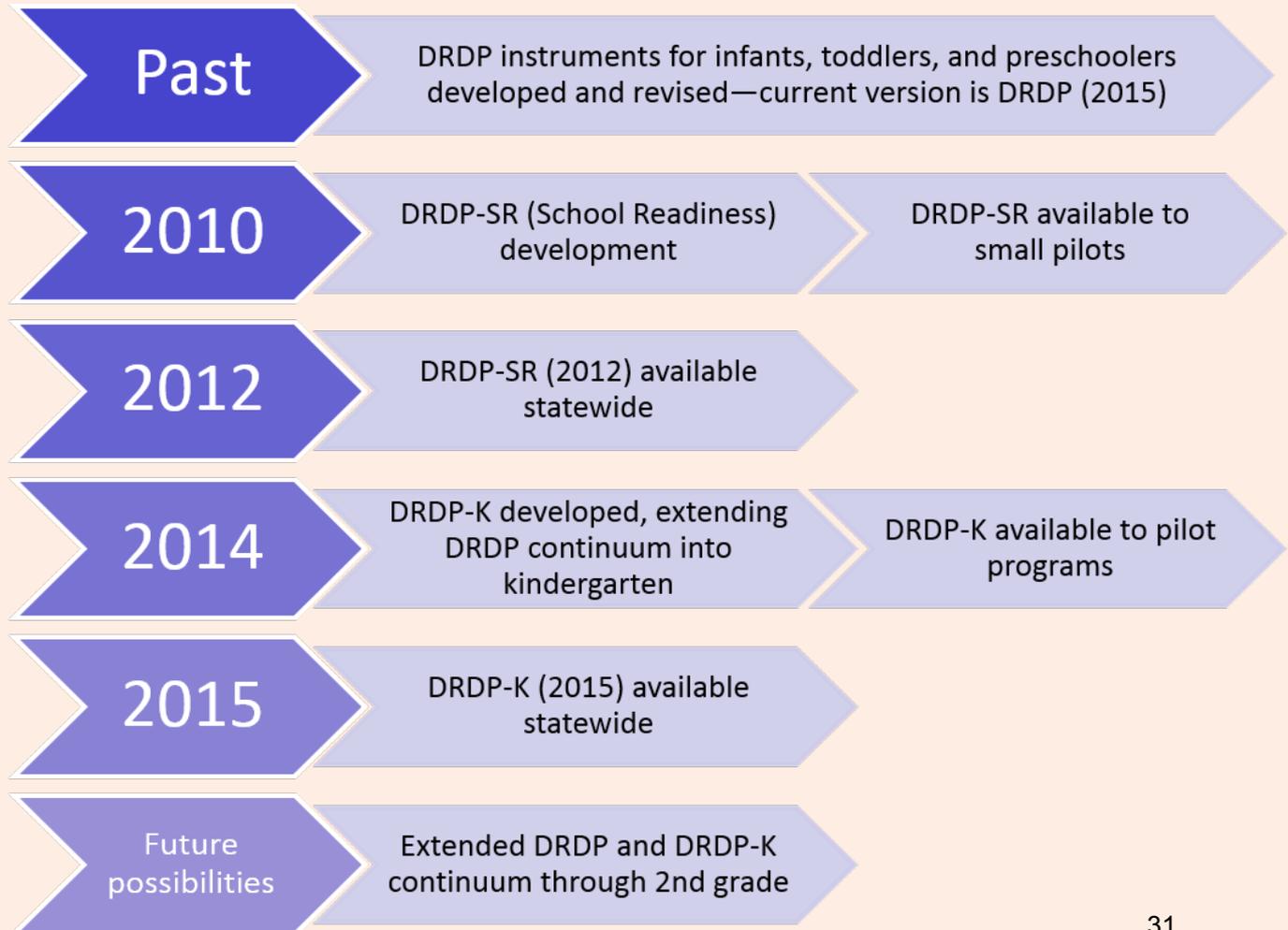
# Desired Results Developmental Profile—Kindergarten (DRDP-K) (2015)

- DRDP-K (2015)
  - Developed for California
  - Extended the DRDP (2015)—A developmental continuum from early infancy to kindergarten entry
  - Provides information about learning and development in up to 11 domains
- Who uses the DRDP-K?
  - Menu option: Available but not required for all kindergarten and transitional kindergarten programs in **California**
  - Adopted as statewide KEA: available but not required in **Illinois** (currently 97% of districts have adopted)
  - Adopted as statewide KEA: Available and mandatory for piloting districts in **Tennessee**; graduated roll out statewide
  - Menu option: **Colorado** and **Louisiana**



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# Development and Adoption History





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# Data Use From DRDP-K

- Teachers enter DRDP-K data into DRDPtech by the end of pre-determined rating periods
  - For use as a KEA, DRDP-K is completed within about 6–8 weeks of kindergarten entry
- DRDPtech™:
  - Stores data in a secure statewide database
  - Automatically generates psychometrically valid assessment reports, for individual children and for groups of children for instructional and reporting purposes
    - Group reports are available at district, classroom, or sub-group levels (state-level reports coming later this year)
    - Group reports can specify sub-groups (e.g., dual-language learners, children with IEPs) to support group instruction and curriculum planning
    - Child reports can be used in parent-teacher conferences to reflect on child's development and progress
    - Parent report can be used as a report card with information for parents about their child's development and activities to support learning at home



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# Rationale for Selecting the DRDP-K (2015)

- Stakeholders requested an assessment for kindergarten entry
- Early Education and Support Division (EESD) of the California Department of Education (CDE) decided to extend existing DRDP infant/toddler and preschool continuum to ensure a formative, comprehensive continuous, standards-aligned, reliable and valid assessment instrument for kindergarten



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# Rationale for Selecting the DRDP-K (2015)

- EESD continued their 15+ year partnership with WestEd and University of California, Berkeley Evaluation and Assessment Research Center (UC BEAR Center) to develop the DRDP-K (2015)
  - Measures drafted by nationally recognized child development research experts
  - Measures reviewed in a rigorous iterative process by EESD, DRDP project staff, and stakeholders from higher education, special education, and culture and language diversity communities
  - Piloted and tested for reliability and validity
  - Multidimensional Item Response Theory Model provides psychometrically valid domain scale scores that incorporate all measures of a domain, allowing each measure to vary in complexity and difficulty, and allows for comparisons across developmental domains



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# Educator Training and Preparation

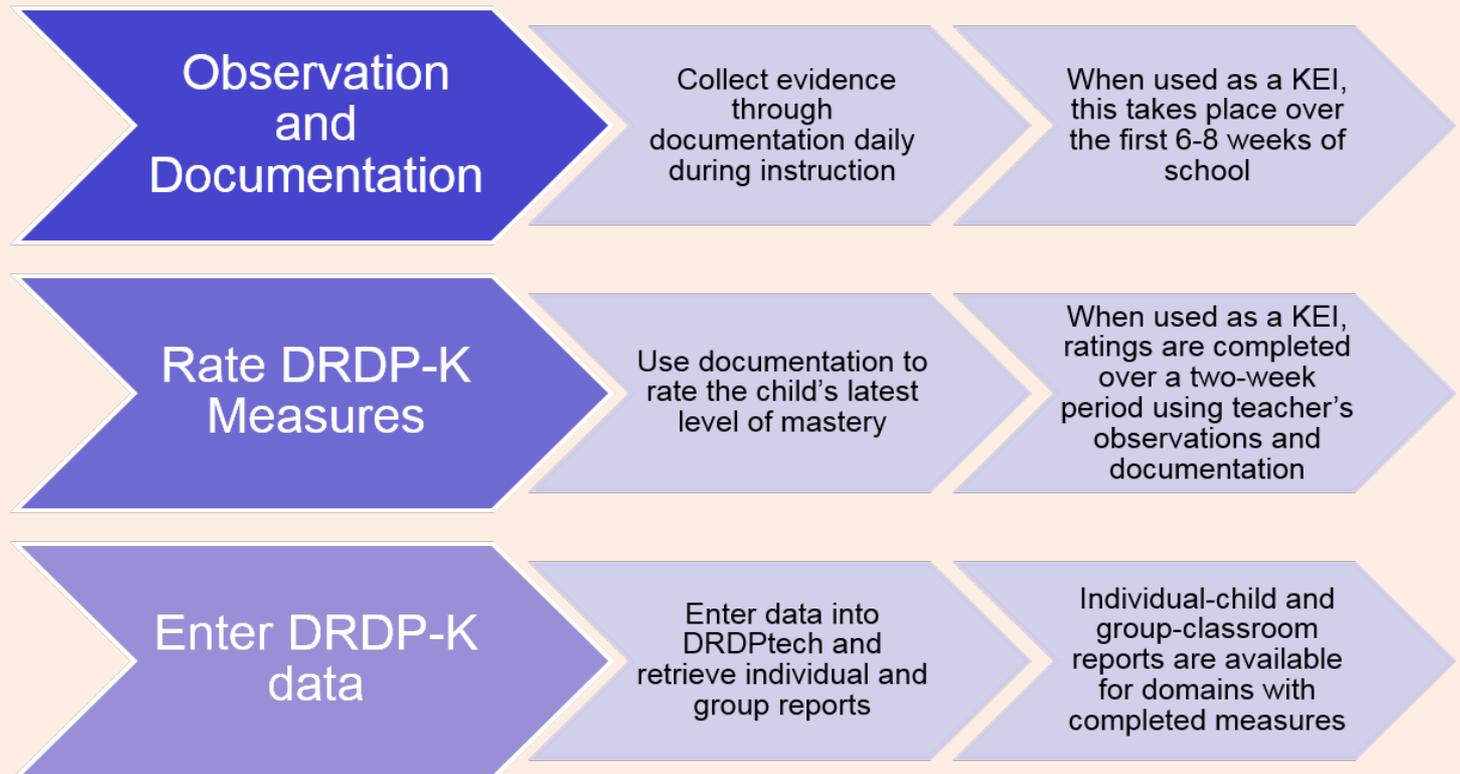
- In California, training and professional development are available:
  - State-sponsored online modules are free to teachers
  - State-sponsored online rater certification is free to teachers
  - State-sponsored and for fee in-person trainings for teachers and administrators
  - For fee Certified Trainer Institute (CTI)  
Organizations or districts may pay to certify an onsite trainer to provide ongoing coaching and training for teachers
- In Illinois and Tennessee, training for teachers and administrators is provided by the state, along with access to a statewide database
  - For fee onsite technical assistance can be provided to support districts to integrate the DRDP-K with their existing assessment and curriculum activities
  - Customized online training modules and tutorials can be developed upon request



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# Administration of the DRDP-K (2015)

Teachers complete individual ratings for each child:

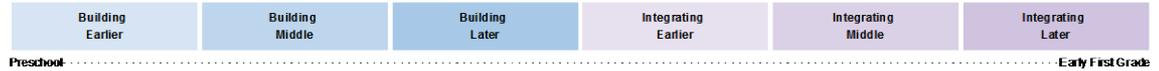


# Group Report



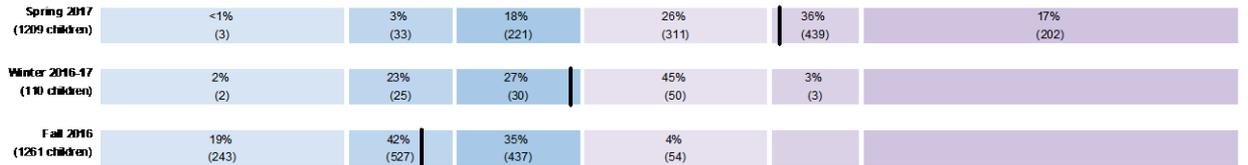
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## Group Development Report This Year

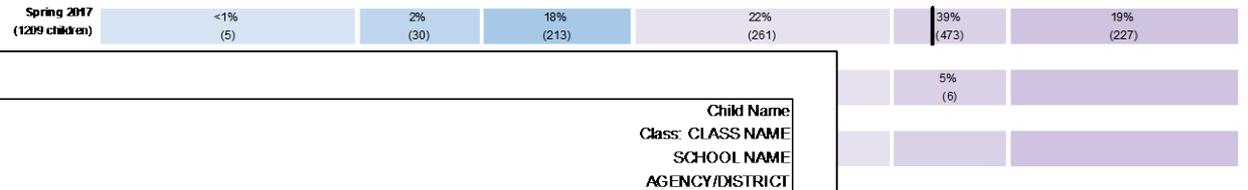


### DRDP (2015) – Kindergarten

#### ATL-REG Approaches to Learning–Self-Regulation



#### SED Social and Emotional Development



## Parent Report

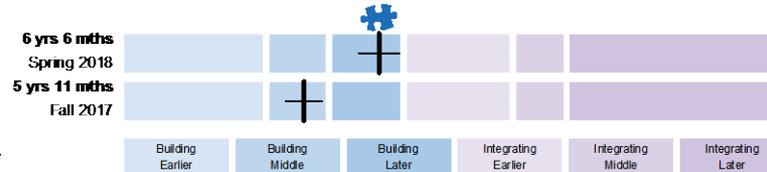
CHILD NAME (ID: Child\_ID)  
DOB: (Current age: 6 Years, 6 Months)  
DRDP(2015) – Kindergarten with ELD  
DRDP Parent Report

Child Name  
Class: CLASS NAME  
SCHOOL NAME  
AGENCY/DISTRICT

## [Child Name] Developmental Progress

### Approaches to Learning–Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



At the Building Later level, your child is learning how to work through challenges independently and use purposeful strategies to explore new things and manage feelings. You can support learning and development by providing daily opportunities for your child to feel independent, such as helping with household tasks like gardening, setting the table, or cooking a meal. Also, help your child find safe ways to express feelings, for example, "It looks like you are angry with your friend. Can you tell her what you are angry about?"



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# Communication With Stakeholders

## Communication Process

- In California:
  - DRDP-K web site
  - Presentations at statewide conferences and districts
  - Presentations to districts using the 0–5 instrument
  - Letter from State Superintendent
- In Illinois:
  - Superintendent’s Monthly Newsletter
  - Presentations at statewide meetings and conferences
  - Regional presentations
  - Regional coaches trained to provide onsite support and training



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# Issues and Concerns

- DRDP-K can be time consuming for teachers to complete
  - Becomes less time consuming as teachers learn how to integrate documentation into their instructional practice

View Options	# of Domains	# of Measures
<b>Comprehensive</b>	11 domains	55 measures
<b>Select specific domains</b>	Example: 5 school readiness domains	Example: 29 measures
<b>Essential</b>	Selected measures from 5 school readiness domains	25 measures
<b>Snapshot (Aggregate only)</b>	Selected measures from 4 domains	17 measures

- DRDPtech needs to be more user-friendly and efficient
  - Working on a new user interface
  - Linking ratings from portfolio App with DRDPtech



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# Costs

- The DRDP-K instrument is available online, for free download at [www.drdpk.org](http://www.drdpk.org)
- To enter data into DRDPtech and have access to DRDPtech reports, there is a per-child fee

Agency	Number of Children	Cost per Year
Other CA agencies	< 200	\$300
	> 200	\$300 plus \$2.00 per additional child over 200
Family Child Care Homes in CA	N/A	\$50 flat fee
Other agencies outside CA		Please contact WestEd

- Training fees depend on the level of training desired



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# Advice for Other States

- Challenges with Menu Options
  - Difficult to conduct aggregate statewide data analysis when different instruments have been used to collect data
  - Difficult to track individual children's progress if they move to a different school or district that uses a different assessment
  - Teachers may need new training when they move to a new district or school that used a different assessment
- Flexibility Built Into the Assessment
  - Different views of the instrument are available with varying numbers of domains or measures to tailor to each state's needs
  - The Multidimensional IRT psychometric model that underlies DRDP-K enables accurate quantitative domain ratings from qualitative measure rating
  - Tracking developmental progress for individual children and for groups of children (classroom, district, state)