



New Mexico's Kindergarten Observation Tool (KOT)

EARLY LEARNING ADVISORY COUNCIL

MARCH 26, 2015



Race to the Top – Early Learning Challenge

- ▶ RTT-ELC grant awarded to NM in the second phase
- ▶ A critical component of the RTT-ELC work is to develop a kindergarten entry assessment, the Kindergarten Observation Tool (KOT)



New Mexico's Race to the Top – Early Learning Challenge Vision

- ▶ “Every child in New Mexico will have an equal opportunity for success in school based up on equitable access to an aligned and high quality early learning system.”
 - ▶ Early Learning Advisory Council



The KOT is NOT:

- ▶ an evaluative measure for teacher competency
- ▶ for “high stakes” decision making
 - ▶ Will NOT fund/defund programs
- ▶ a measure to deny access to Kindergarten for ANY child
- ▶ a screening tool to identify students with special needs



The KOT is:

- ▶ an authentic observational assessment
- ▶ in alignment with the National Research Council's recommendations for assessing young children
- ▶ a whole child assessment



KOT Purposes:

- ▶ 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 prior education and care stakeholders



Testing Requirement Clarification

- ▶ The KOT in NMAC
 - ▶ 6.30.5.7 DEFINITIONS:
 - ▶ E. “Kindergarten entry assessment” means an assessment conducted within the first 30 calendar days of the school year
 - ▶ 6.30.5.12 PROGRAM ELEMENT: ASSESSMENT
 - ▶ A. Beginning with the 2016-2017 school year, all students in kindergarten must be administered the New Mexico kindergarten entry assessment provided by the department. Kindergarten entry assessment data must be reported through the department’s data collection reporting system no later than October 1 of each school year.

KOT Design Process/Timeline



RFP Created (October 2013)



WestEd Awarded Contract (April 2014)



Validation study of PreK tool (June 2014)



Develop Pilot KOT aligned to CCSS (October 2014)



Pilot Test (January 2015)

KOT Design Process/Timeline



Pilot Test Survey and Focus Group
(Jan.-Feb. 2015)



WestEd provided PED with
recommendations (March 2015)



WestEd will revise the KOT for the Field
Test (March-April 2015)



Professional Development (May-
August 2015)



Field Test (Fall 2015)



Pilot KOT Development

- ▶ Reviewed New Mexico's Early Learning Guidelines (ELG) and PreK tool resources to select which indicators should be included, revised, or removed for the KOT
- ▶ Aligned indicators to CCSS
- ▶ Restructured rubrics to include 5 rubric ratings
- ▶ Identified 33 indicators to be incorporated for the KOT Pilot – later reduced to 30



Pilot Test

- ▶ 40 teachers representing 6 districts and one charter school participated.
- ▶ Participants assessed 5 students for each of 10 assigned indicators.
 - ▶ Reduced the number to support pilot volunteers
 - ▶ Focused on feedback regarding rubric language and process
- ▶ Teachers completed the observations and submitted the results via WestEd data collection system.
- ▶ Teachers then completed 2 surveys (Pilot Study, and Pilot Rubric Study) and some chose to participate in Focus Group.



Focus Group

- ▶ WestEd, the PED, and the KEA Coordinator conducted a focus group on February 12, 2015.
- ▶ Eight participants from the Pilot phase chose to attend the focus group.



Next Steps

- ▶ Collaboration with WestEd on recommendations from the Pilot surveys and focus group
- ▶ Collaboration with PED Assessment staff
- ▶ KOT revision process
- ▶ Completion of Professional Development materials



Next Steps

- ▶ Finalize recruitment of trainers
- ▶ Finalize KOT technology requirements
- ▶ Provide Professional Development for trainers and teachers
- ▶ Implement Field Test in Fall of 2015



Proposed KOT Overview

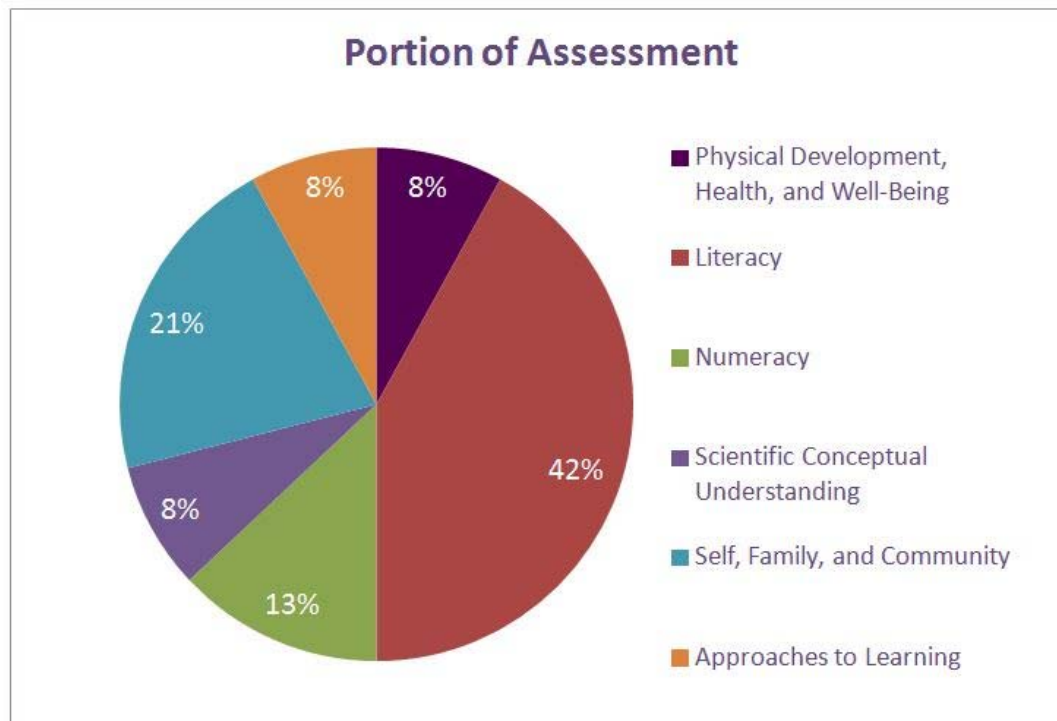
- ▶ 24 Indicators covering 6 Domains
- ▶ Completed via observation within the first 30 instructional days of school
- ▶ Review of Printed resources
 - ▶ Domain Breakdown
 - ▶ KOT Els with Abbreviation
 - ▶ NEW Rubric Format
 - ▶ KOT Information Brief



DRAFT Domain Breakdown

Domain Title	Number of Indicators	Portion of Assessment
Physical Development, Health, and Well-Being	2	8%
Literacy	10	42%
Numeracy	3	13%
Scientific Conceptual Understanding	2	8%
Self, Family, and Community	5	21%
Approaches to Learning	2	8%

DRAFT Domain Breakdown





DRAFT KOT Field Test Essential Indicators

- ▶ **Physical Development, Health, and Well-Being (2):**
 - ▶ E.I. #1.1: Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters. (*Coordination and Strength*)
 - ▶ E.I. #2.1a: Develops manual coordination to use cutting and writing tools. (*Fine Motor Tools*)

DRAFT KOT Field Test Essential Indicators

► Literacy (10):

- E.I. #5.2: Follows increasingly complex directions. (*Follows Directions*)
- E.I. #5.3a: Recognizes rhyming sounds in spoken language. (*Rhyme*)
- E.I. #5.3b: Knows and applies letter-sound correspondence and beginning sound-recognition skills. (*Letter-Sound, Beginning Sound*)
- E.I. #5.4: Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books. (*Vocabulary*)
- E.I. #6.1: Converses effectively in his or her home language, English, or Sign Language for a variety of purposes relating to real experiences and different audiences. (*Conversational Ability*)



DRAFT KOT Field Test Essential Indicators

► Literacy (10) cont.:

- E.I. #7.1: Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text. (*Book Enjoyment*)
- E.I. #7.2: Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments. (*Reading Comprehension*)
- E.I. #7.3: Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right). (*Book Conventions*)
- E.I. #7.4: Progresses in understanding and using concepts of print. (*Concepts of Print*)
- E.I. #8.3: Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing. (*Writing*)



DRAFT KOT Field Test Essential Indicators

► Numeracy (3):

- E.I. #9.1: Uses numbers and counting as means for solving problems and determining quantity. (*One-to-One Correspondence, Number Relationships*)
- E.I. #11.3: Demonstrates emerging knowledge of measurement. (*Measurement*)
- E.I. #12.1: Sorts, classifies, and groups materials by one or more characteristics. (*Sorting*)



DRAFT KOT Field Test Essential Indicators

- ▶ **Scientific Conceptual Understandings (2):**
 - ▶ E.I. #14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. (*Investigations*)
 - ▶ E.I. #16.1: Investigates, compares, and contrasts seasonal and weather changes in the immediate environment. (*Earth Science*)

DRAFT KOT Field Test Essential Indicators

► Self, Family, and Community (5):

- E.I. #18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations). (*Self Control*)
- E.I. #19.1: Cares for personal and group possessions. (*Cares for Possessions*)
- E.I. #20.1: Plays and interacts with various children, sharing experiences and ideas with others. (*Cooperative Play*)
- E.I. #20.2: Uses and accepts negotiations, compromise, and discussion to resolve conflicts. (*Social Problem Solving*)
- E.I. #21.2: Accepts guidance and direction from a variety of familiar adults and seeks their support when needed. (*Guidance and Support*)



DRAFT KOT Field Test Essential Indicators

► Approaches to Learning (2):

- E.I. #24.2: Develops increasing independence during activities, routines, and play. (*Independence*)
- E.I. #27.1: Focuses and completes a variety of tasks, activities, projects, and experiences. (*Focus*)

DRAFT Rubric Sample

Teacher: _____

New Mexico KOT Essential Indicators

Domain 2 ► Literacy

Outcome 8 ► The child engages in activities that promote the acquisition of emergent writing skills.

Indicator 8.3 ► Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

New Mexico Kindergarten Standards Assessed:

K.L.1.a Print many upper- and lowercase letters.

K.L.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

	4's Rubric		Kindergarten Rubric		Grade 1 Rubric
	Making Progress for Pre-K	Accomplished for Pre-K (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
	Uses drawing to represent ideas on paper, though ideas may be unclear and require dictation. May attempt to form letters that are familiar (e.g., letters in name).	Uses drawing to represent ideas on paper with some level of clarity, sometimes relying on dictation to clarify content. Forms letters in first and last name to sign drawings and other written work.	Uses a combination of drawing, dictating, and writing to represent ideas on paper. Uses labeling that demonstrates some knowledge of phonics (e.g., draws family and labels each member with the letter that corresponds with the first sound in their names).	Uses a combination of drawing, dictating, and writing (relying mostly on independent writing skills) to represent ideas on paper in some detail. Uses labeling and simple phonetically spelled words to articulate meaning.	Independently writes to convey meaning (writing may still use invented spelling techniques).
Student Name	Rubric Rating				
1)					
2)					
3)					
4)					