



# OREGON KINDERGARTEN ASSESSMENT SPECIFICATIONS 2015-2016

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction with the Oregon Department of Education.

**Office of Learning**  
**Oregon Department of Education**  
255 Capitol Street NE  
Salem, OR 97310  
(503) 947-5600  
<http://www.ode.state.or.us/>



*Salam Noor*  
Deputy Superintendent of Public Instruction  
*David Bautista*  
Assistant Superintendent  
*Derek Brown*  
Interim Assistant Superintendent, Office of Learning  
*Megan Irwin*  
Acting Director, Early Learning System  
*Sarah Drinkwater*  
Assistant Superintendent  
*Amber Helvie*  
Program Analyst  
*Bradley J. Lenhardt*  
Monitoring and Assessment Specialist  
*Brett Walker*  
P-3 Alignment Specialist  
*Bryan Toller*  
Mathematics Assessment Specialist  
*Carla Martinez*  
Administrative Specialist  
*Cristen McLean*  
Assessment Operations and Policy Analyst  
*Holly Carter*  
Assessment Operations and Policy Analyst  
*Holly Peterson*  
Kindergarten Specialist

*Jon Wiens*  
Manager, Accountability Reporting  
*Jordan Hermens*  
Administrative Specialist  
*Kara Williams*  
Pre-K – 3<sup>rd</sup> Grade Coordinator  
*Kathleen Vanderwall*  
Manager, Test Design and Administration  
*Ken Hermens*  
Language Arts Assessment Specialist  
*Jaime Patzer*  
Executive Support Specialist  
*Michelle McCoy*  
ELPA and Assessment Implementation Specialist  
*Nancy Johnson-Dorn*  
Director of Early Childhood Unit  
*Rachel Aazzerah*  
Science and Social Sciences Assessment Specialist  
*Rudyane Rivera-Lindstrom*  
Equity Education Specialist  
*Sheila Somerville*  
Electronic Publishing Design Specialist  
*Steve Slater*  
Manager, Scoring, Psychometrics and Validity  
*Wendy Finley*  
Project Manager

*These assessments contain questions that are to be used solely for assessment purposes. No items may be disclosed or used for any other reason. By accepting delivery of, or using these assessments, the recipient acknowledges responsibility for maintaining test security that is required by professional standards of applicable state and local policies and regulations governing proper use of assessments.*

*No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of the Oregon Department of Education.*

*The copyrights in easyCBM® materials belong to the University of Oregon and these materials were reprinted for the Oregon Kindergarten Assessment solely by permission from the University of Oregon. Please contact [rainam@uoregon.edu](mailto:rainam@uoregon.edu) for any additional permission requests.*

*The Child Behavior Rating Scale documents were adapted with permission from Bronson, M. B., Goodson, B. D., Layzer, J. I., & Love, J. M. (1990) Cambridge, MA: Abt Associates*

## Table of Contents

|   |                  |
|---|------------------|
| Kindergarten Assessment Specifications .....  | 1                |
| Introduction .....  | 1                |
| Purpose.....  | 1                |
| Essential Skills: A Conceptual Tie.....   | 2                |
| Background.....   | 2                |
| Early Learning Framework Adoption (2012).....   | 2                |
| Process Directing Development of the Kindergarten Assessment .....  | 3                |
| Interpretive Panel 2013-14 .....  | 4                |
| Kindergarten Content and Assessment Advisory Committee 2014-15 .....  | 4                |
| Spanish Literacy Workshop 2015 .....  | 5                |
| Assessment Segments 2015-2016.....  | 5                |
| Early Literacy and Early Math (from EasyCBM).....   | 5                |
| 2015-2016 Field Test .....  | 6                |
| Approaches to Learning (Child Behavior Rating Scale from Bronson et.al. 1990).....  | 6                |
| Common Core State Standards and the Smarter Balanced Assessment .....   | 7                |
| Oregon's Early Learning Standards.....  | 7                |
| Administration of the KA 2015-16.....   | 8                |
| Segment one: Early Literacy .....   | 8                |
| Segment two: Early Math .....   | 9                |
| Segment Three: Approaches to Learning .....   | 12               |
| Criteria for the Oregon Kindergarten Assessment 2015-2016 .....   | 13               |
| General .....   | 13               |
| Assessment items must.....  | 13               |
| Graphics Criteria.....  | 13               |
| Item Style and Format Criteria .....  | 13               |
| Content Standard Maps.....  | 15               |
| Kindergarten Assessment Blueprint .....   | 22               |
| Introduction .....  | 22               |
| Alignment of Assessment Items .....   | 22               |
| Content Alignment Process by Segment .....  | 22               |
| Additional Assessment Design Criteria.....  | 23               |
| Student Operational Blueprint Content Coverage .....  | 24               |
| Student Field Test Blueprint Content Coverage .....   | 25               |
| Appendices .....  | Appendices A - G |
| APPENDIX A   Accessibility Supports for Kindergarten Assessment .....   | A1               |
| APPENDIX B   Proper Identification of English Language Learners .....   | B1               |
| APPENDIX C   Common Core State Standards English Language Arts, Kindergarten and<br>First Grade, adopted by the Oregon Board of Education, 2010 ..... | C1               |
| APPENDIX D   Common Core State Standards Mathematics, Kindergarten and First Grade,<br>adopted by the Oregon Board of Education, 2010 .....           | D1               |
| APPENDIX E   Essential Skills-Conceptual Tie Mapping to Kindergarten .....  | E1               |
| APPENDIX F   Standards for Learning Language. American Council on the Teaching of<br>Foreign Language (ACTFL, 1998-2001) .....                        | F1               |
| APPENDIX G   The Head Start Child and Early Learning Framework, adopted 2012 .....  | G1               |

# Kindergarten Assessment Specifications

## Introduction

The primary purpose of the Assessment Specifications and Blueprints is to provide the consistency necessary for the development and administration of the Oregon Kindergarten Assessment. The Kindergarten Assessment Specifications are designed to help Oregon teachers understand what content may be assessed. These specifications lead to assessment blueprints that outline assessment design and the number of questions to be assessed in each score reporting category (SRC). The Assessment Specifications and Blueprints document is an important resource for educators administering the Oregon Kindergarten Assessment and the general public who are interested in understanding the content and format of the assessment.

## Purpose

All students enrolled in kindergarten are administered the statewide Kindergarten Assessment upon entry to kindergarten. The assessment includes measures in the domains of Early Literacy, Early Math, and Approaches to Learning (which includes Self-Regulation and Interpersonal Skills). The Kindergarten Assessment is not intended and should not be used to determine whether a child is eligible to enroll in Kindergarten.

The following goals form the foundation of the Oregon's Kindergarten Assessment, and are located in the [Oregon Kindergarten Assessment Report Overview](#):

1. Provide local and statewide information to state-level policy makers, communities, schools, and families about the literacy, math, self-regulation, and interpersonal skills of Kindergarteners;
2. Provide essential information on Oregon's entering Kindergarteners' strengths and to identify gaps in key developmental and academic skills to inform early learning and K-12 systems decisions and to target instruction, professional development, resources, and supports on the areas of greatest need.
3. Provide a consistent tool to be used across the state to identify opportunity gaps in order to inform schools, districts, early learning hubs, communities, and policy-makers about how to allocate resources to the communities with the greatest need and to measure progress in the years to come.

## **Essential Skills: A Conceptual Tie**

The Essential Skills are nine cross-disciplinary skills that are necessary for success in colleges and career. Essential Skills are a part of the Oregon Diploma and articulate the skills that all students should have at the end of high school; the skills that students are building through their school experiences starting in kindergarten. The Essential skills are embedded in the content standards that guide Oregon education.

To illustrate this, the tables in Appendix E show the overlap between the Early Learning Framework<sup>1</sup> and the Essential Skills. There is substantial overlap between the skills described in the Early Learning Framework and the description of the Essential Skills thus providing an illustration of how work even before kindergarten connects with college and career readiness.

The Oregon Kindergarten Assessment is a partial assessment of the Early Learning Framework, providing information about student development in Early Literacy, Early Math, and Approaches to Learning. Due to the overlap between the content in the Oregon Kindergarten Assessment (which is based on Early Learning Framework) and the Essential Skills, the results from the Oregon Kindergarten Assessment can be a part of proactive conversation about how all classrooms at all grade levels, even Kindergarten, are contributing to the development of college and career ready students.

For additional information on the conceptual tie between the Framework and Oregon's Essential Skills, please see Appendix E.

## **Background**

### **Early Learning Framework Adoption (2012)**

The National Education Goals Panel identified five dimensions of early development and learning that lead to school readiness. The widely accepted dimensions are broad and are meant to guide the development of program policies and standards. The five dimensions of school readiness identified by the National Education Goals Panel include the following: Physical Well-Being and Motor Development, Social and Emotional Development, Approaches toward Learning, Language Development, and Cognition and General Knowledge. For further information on the manuscript that was prepared for the Goal 1 Resource Group on School Readiness for the Nation Education Goals Panel, please reference the report on [Practical measurement and related consideration](#). As per [House Bill 4165](#),

---

<sup>1</sup> As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standard for children ages three to five.

passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework was adopted as Oregon's early learning standards for children ages three to five. The Head Start Child Development and Early Learning Framework aligns with the five dimensions and elaborates on the specific elements of kindergarten readiness.

### **Process Directing Development of the Kindergarten Assessment**

[OAR 581-022-2130](#) directed ODE and the Early Learning Council to adopt a tool to be used for the kindergarten assessment measuring areas of school readiness, which may include physical and social-emotional development, early literacy, language, cognitive (including mathematics), and logic and reasoning. The Rule requires that the tool selected will be appropriate for all children including children with high needs and English learners, and will align with Oregon's early learning and development standards as well as the adopted Common Core State Standards. The Kindergarten Assessment was piloted in the Fall of 2012 and implemented statewide in the Fall of 2013.

As part of the process to develop recommendations for a statewide tool, a Kindergarten Assessment Workgroup (2012) used multiple methods to collate and analyze current research, gather information, and collect input from stakeholders. Researchers from the University of Oregon and Oregon State University reviewed technical characteristics of instruments currently used in Oregon school districts and other states to assess children at Kindergarten entry. The research team, led by Jane Squires, Ph.D. and Megan McClelland, Ph.D., reviewed over thirty instruments, looking at characteristics such as reliability, predictive validity for third grade academic outcomes, and validation with culturally diverse populations. For further information on outcomes, please reference the report on [A Research Perspective on Oregon's Kindergarten Assessment](#).

In collaboration with the Early Learning Council, Oregon Education Investment Board, and the Confederation of Oregon School Administrators, the Workgroup surveyed Oregon school districts to determine current Kindergarten assessment practices and instruments used within the state. Additional input was solicited through focus groups with Kindergarten teachers, early educators, principals, and superintendents as well as community forums across the state.

Further [OAR 581-022-2130](#) directs all school districts to administer the Oregon Kindergarten Assessment to all students enrolled in Kindergarten beginning with the 2013-2014 school years. To help communicate to the field about the new Kindergarten Assessment, ODE published Numbered Memorandum 010-2012-13,

collaborated on the development of Kindergarten Assessment pages on the [Early Learning System](#) website and developed a [Kindergarten Assessment Resource](#) on the ODE website.

From August 10 through October 22, 2015 school districts administered the Kindergarten Assessment statewide. Assessment data, submitted by school districts, were due to the Oregon Department of Education (ODE) by October 30, 2015. Statewide results will be released to the media in February of 2015. In 2014, the Kindergarten Assessment was administered during the same 12 week window, from August 11- October 28, with statewide results released to the media January 2014.

### **Interpretive Panel 2013-14**

In November 2013, ODE convened a panel of kindergarten- grade 3 teachers, early educators, administrators and researchers to review prototype Kindergarten Assessment reports and provide feedback on score interpretation, assessment data uses, and messaging. An independent evaluator reviewed training and workshop materials, assessment results, report templates, and summarized key panel recommendations. The panel's recommendations, along with those of Oregon's Education Leadership, informed a reporting timeline that included the release of Student Roster and School Summary Reports to districts and the public release of school and district data in January 2014. Reports broken out by Early Learning Hubs were released in February 2014.

### **Kindergarten Content and Assessment Advisory Committee 2014-15**

In November of 2014, ODE convened a Kindergarten Content and Assessment Advisory Committee. Committee membership was designed to reflect a wide range of perspectives and tapped into the expertise of multiple groups of stakeholders, including early learning professionals, kindergarten teachers, elementary administrators, and researchers. From December 2014 through February 2015 ODE convened the committee. These meetings yielded several recommendations that included improvements to current measures, particularly those addressing the floor effect, the possibility of adding additional measures, and providing strong guidance for data interpretation. In response to these recommendations ODE will field test four alternate measures of Early Literacy in the fall of 2015. For additional Field Test information, please go to Kindergarten Assessment Segments 2015-2016, Early Literacy and Early Math.



## **Spanish Literacy Workshop 2015**

In February 2015, Oregon Department of Education (ODE) recruited and selected membership for a Kindergarten Spanish Literacy Workshop. On April 16, 2015, ODE presented information about the panel's objectives and facilitated the members through activities leading to the recommendations and outcomes below.

1. Edits the Spanish versions of the instructions for all measures; simplify the Spanish to be more age-appropriate. Outcome: Completed.
2. Change the Spanish Letter Names measure to Spanish Letter Sounds, as a Spanish Letter Sounds measure is more developmentally appropriate for how Spanish is learned by this age group of children in Spanish-speaking homes and schools. Outcome: Measure updated to Spanish Letter Sounds for 2015-16.
3. Review procedures regarding the administration and scoring of the Spanish/English bilingual version of Early Math: Should only officially identified Spanish-Speaking ELs be provided with the bilingual version? Outcome: Yes, only the officially identified Spanish speaking ELs should be administered the bilingual version; therefore, no incoming dual immersion students, fluent Spanish speakers, or English-only students who have been learning Spanish should see the bilingual version for 2015-16.
4. Review procedures regarding the Spanish/English bilingual version of Early Math: Should the English Learners (ELs) be allowed to verbalize in either/both Spanish and English during the assessment? Outcome: Yes, ELs should be allowed to switch between languages during the bilingual Early Math administration, as students may know words in both languages.
5. Consider whether there should be a single measure for Spanish literacy, or two measures. Spanish Literacy Panel recommends having both Spanish Letter Names and Spanish Letter Sounds for 2016-17. Outcome: ODE will definitely consider this recommendation for 2016-17, as it would put Spanish literacy on par with the English literacy.

## **Assessment Segments 2015-2016**

### **Early Literacy and Early Math (from EasyCBM)**

EasyCBM is an assessment system for kindergarten through 8th grade designed by researchers from the University of Oregon to be an integral part of Response to Intervention (RTI). The assessment provides benchmarking and progress monitoring in both literacy and math. Validity studies of the instruments have included culturally and linguistically diverse students including African-American



students and Latino students. Please reference [BRT Study 3: easyCBM Predictive Validity report](#) for further information on current research on a validity study in Math and Reading measures.

Oregon's 2015-2016 Kindergarten Assessment includes two easyCBM Early English literacy measures in letter names and letter sounds, with a modification of easyCBM Early English Literacy measure in letter sounds from eleven rows to ten rows. ODE adapted the Early Spanish Literacy measure in letter sounds from a piloted form provided by Behavior Research and Teaching (BRT) at the University of Oregon.

### **2015-2016 Field Test**

In the fall of 2015, ODE will field testing four alternate measures of Early Literacy. Each of the four field test forms have been pre-assigned to approximately 2,500 kindergarten students. Of these two measure Letter Names (one being an x by y grid of letters, and the other a z by a grid of letters). The two remaining are Letter Sound measure (one ..., and the other ...)

Schools were pre-selected through a random stratified sample, including the following disaggregation groups: percent of economically disadvantaged students, percent of English learners, and geographic region. Participating field test schools were assigned one of these four forms to administer. For additional Field Test information, please go to Student Field Test Blueprint.

Oregon's 2015-2016 Kindergarten Assessment includes one easyCBM math measure in numbers and operations. The easyCBM math assessments are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards. Whereas easyCBM delivers the math assessment online, Oregon modified the Kindergarten Assessment to paper- form. Administration changes included: modifying directions for clarity, requiring explicit directions as given in the Assessor Booklet, restricting the number of times that a test administrator can correct a student (for example, soft/hard consonants, long/short vowels, pointing/vocalizing), and presenting math items in order of difficulty.

### **Approaches to Learning (Child Behavior Rating Scale from Bronson et.al. 1990)**

The Child Behavior Rating Scale (CBRS) is based on teacher observation of the student during regular classroom activities and routines. These items focus on a child's approaches to learning, self-regulatory skills and interpersonal skills. The CBRS has been demonstrated to be strongly predictive of reading and math

achievement in elementary grades and has been validated in wide range of cultural contexts.

### **Common Core State Standards and the Smarter Balanced Assessment**

Beginning in the 2014-2015 school years, Oregon utilized assessments based on the Common Core State Standards for English/Language Arts and Mathematics. The 2015-2016 assessment for these subjects complies with all criteria set forth by the Smarter Balanced Assessment Consortium.

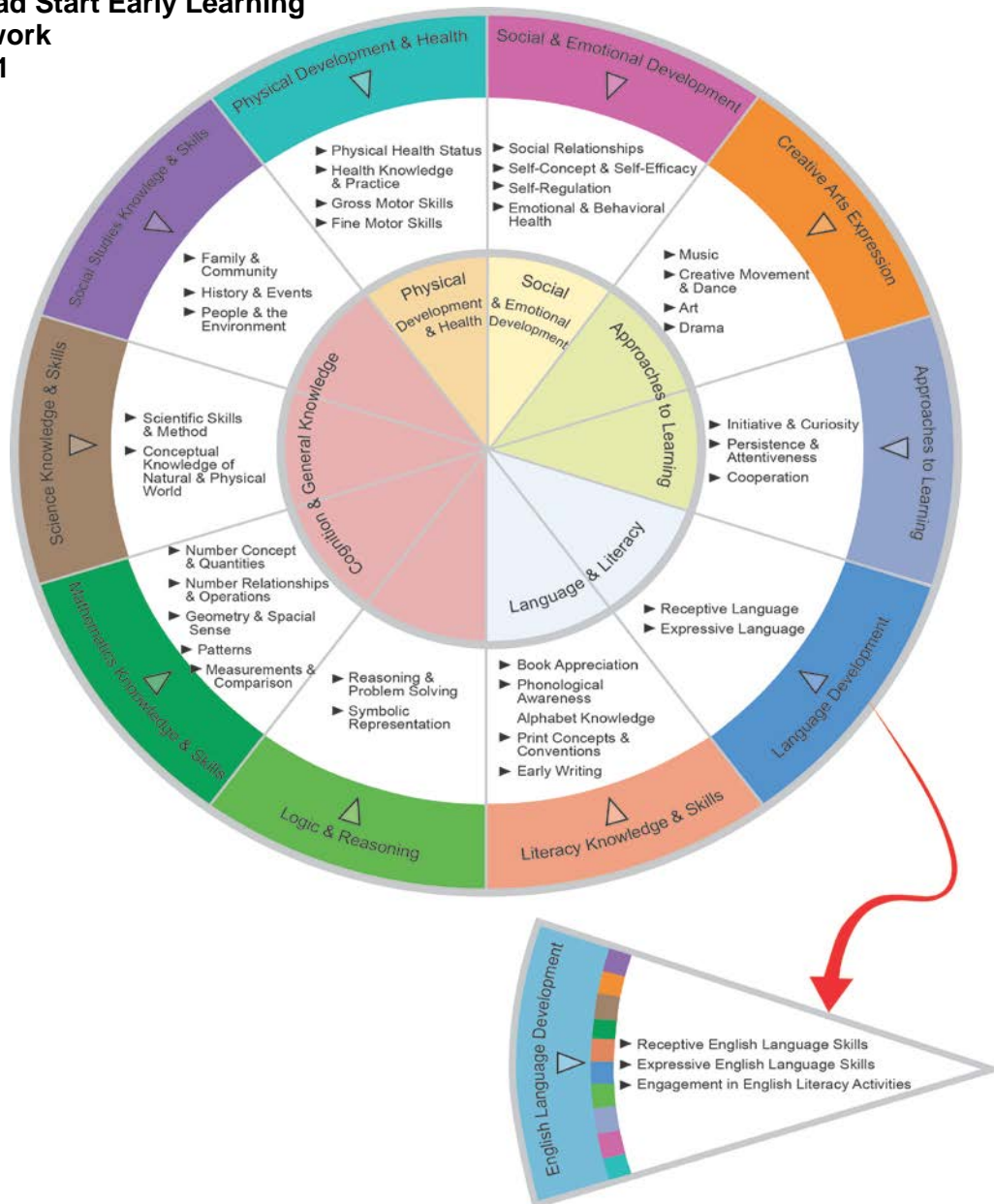
Oregon is a part of the collaborative consortium of states, called the Smarter Balanced Assessment Consortium (SBAC), that have adopted the Common Core State Standards (CCSS). These standards are part of an important movement to align teaching and learning across our state, our country, and even internationally. The CCSS address standards for K-12 and do not currently include standards for early childhood. It is important, however, that early educators become familiar with the standards and understand how to facilitate early experiences that will prepare children for success in school.

Key aspects of the Common Core:

- The journey to college and career begins before Kindergarten. Standards for early childhood education are designed to support school readiness by supporting healthy child development. Ensuring alignment between the Early Learning Framework and the CCSS for Kindergarten means children entering elementary school will be prepared to succeed.
- They help align instruction PK-20. The CCSS fit with Oregon's vision of education from birth to college and career. By aligning the PK-12 system with the expectations of colleges and universities, Oregon will have a more seamless education pipeline from early childhood to postsecondary. And by ensuring that graduates leave high school with the skills they need for college, we set students up for success in higher education and beyond.

The standards are critical for success in achieving Oregon's 40/40/20 goal. Senate Bill 253 enacted by the 2011 Oregon Legislature established the most aggressive high school and college completion goals in the country: by 2025 40% of Oregonians receiving a bachelor's degree, 40% receiving an associate's degree or credential, and 20% receiving at least a high school diploma.

**The Head Start Early Learning Framework**  
**Figure 1**



## Oregon's Early Learning Standards

The content of Oregon's Kindergarten Assessment (KA) specifications reflects the skill expectations of entering Kindergarteners as defined by The Head Start Child and Early Learning Framework, as shown in Figure 1, adopted as Oregon's early learning standards for children ages three through five<sup>1</sup> in 2012. In addition, the specifications include an alignment to the Common Core State Standards adopted by Oregon Board of Education in 2010 for assessment in 2014-2015. A statewide work group consisting of child care providers, Head Start and pre-K teachers and administrators, kindergarten teachers, elementary principals, and researchers is currently in the process of developing a set of aligned standards which link Oregon's Early Learning Framework to Common Core State Standards in ELA and

Math for kindergarten, and which establish a set of shared expectations for what children should know and be able to do as they transition into kindergarten. This work focuses on the domains of language development, early literacy, early math, social/emotional development, and approaches to learning. The work group will also develop a set of tools and resources to support implementation of aligned early learning and kindergarten standards, with an emphasis ensuring culturally responsive practice and providing appropriate accommodations for children with disabilities. For additional information on The Early Learning Framework, please see Appendix G.

## **Administration of the Kindergarten Assessment 2015-2016**

The Oregon KA is a paper assessment and will be administered one-on-one to students. The assessment consists of three segments:

### **Segment One: Early Literacy**

The Early Literacy segment includes two measures for all students: English Letter Names and English Letter Sounds. Officially identified Spanish-speaking English learners must also take a Spanish Letter Sounds assessment. ODE does not prescribe a sequence for administering these segments; however, it is considered best practice to administer Early Literacy as follows: (1) English Letter Names, (2) English Letter Sounds, and (3) Spanish Letter Sounds (if applicable).

#### **i. English Letter Names: Procedures**

- This is a 60-second timed assessment.
- Using the Student Booklet, place the “English Letter Names” chart in front of the student.
- Start the stopwatch when the student says the first letter.
- After 60 seconds, mark the last letter attempted with a bracket] and let the student finish the row or come to a natural stopping point.
- Enter the number correct and number attempted in the Assessor Score Sheet.

For further information on how the Oregon KA is administered and scored, please reference the [Preliminary Test Administration Manual \(TAM\)](#), which outlines the required policies and procedures pertaining to the Kindergarten Assessment.

#### **ii. English Letter Sounds:**

- This is a 60-second timed assessment.

- Using the Student Booklet, place the “English Letter Sounds” chart in front of the student.
- Read the directions in the A2 Assessor Booklet verbatim to the student.
- Start the stopwatch when the student says the first letter sound.
- After 60 seconds, mark the last letter attempted with a bracket ] and let the student finish the row or come to a natural stopping point.
- Enter the number correct and number attempted in the Assessor Score Sheet

### iii. Spanish Letter Sounds

Administered to only officially identified English Learners students taking the Kindergarten Assessment whose language of origin is Spanish. (For additional guidance on identification and reporting, please see [Executive Numbered Memo 009-2013-14](#) - Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment).

- This is a 60-second timed assessment.
- Using the Student Booklet, place the “Spanish Letter Sounds” chart in front of the student.
- Read the directions in the A2 Assessor Booklet verbatim to the student.
- Start the stopwatch when the student says the first letter sound.
- After 60 seconds, mark the last letter attempted with a bracket ] and let the student finish the row or come to a natural stopping point.
- Enter the number correct and number attempted in the Assessor Score Sheet.

For further information on how the Oregon KA is administered and scored, please reference the [Preliminary Test Administration Manual \(TAM\)](#), which outlines the required policies and procedures pertaining to the Kindergarten Assessment.

### Segment Two: Early Math

- This is **not** a timed assessment.
- Using the Student Booklet, place the appropriate version (Spanish/English bilingual version [for officially identified Spanish-speaking English Learners only] or the English only version) “Early Math” measure in front of the student. (*Note: a trained test administrator endorsed by the district in Spanish must administer the Spanish/English version.*)

- Directions for the test administrator are in the A2 Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated in the A2 Assessor Booklet.
- For the Kindergarten Assessment, the test administrator ***does not read numbers or symbols*** to students.

### **Early Math: Recording Student Responses**

- Circle the answer the student selects for each item in the Assessor Score Sheet.
- If the student does not know the answer or does not want to select an answer, select NA (no answer) and go to the next item.
- **New in 2015-16:** verbal or pointed responses are accepted in the Early Math measure. If the student:
  - Verbalizes their answer and doesn't point, the verbalized answer is accepted.
    - Students who have been officially identified as Spanish-speaking English-Learners will be given the Spanish/English bilingual version and then choose if they want to hear the directions in Spanish or English. These students are allowed to provide a verbal response in English or Spanish and/or point. A trained test administrator endorsed by the district in Spanish must administer the Spanish/English version.
      - If the student verbalizes in either English or Spanish, or both intermittently, the bilingual answers are accepted.
    - Students who have not been identified as Spanish-speaking English-Learners will be given the English only version. They are allowed to provide a verbal response in English only and/or point. A trained test administrator endorsed by the district in Spanish is not needed.
  - Points to an answer and doesn't verbalize, the pointed answer is accepted.
  - Verbalizes one answer but points to a different answer, prompt the student one time to point to their final answer, the pointed answer is accepted.

- Appears to verbalize an answer in a language other than English, prompt the student to point to their final answer.
- For students who would benefit, the Oregon Accessibility Manual identifies additional non-verbal means by which students may communicate their response. See Appendix A for Universal Tools, Designated Supports, and Accommodations for Kindergarten Assessment.
- Students can self-correct. It is allowable for students to return to a previous item and change an answer.

For further information on how the Oregon KA is administered and scored, please reference the [Preliminary Test Administration Manual \(TAM\)](#), which outlines the required policies and procedures pertaining to the Kindergarten Assessment.

### **Segment Three: Approaches to Learning**

The Approaches to Learning segment is an observational assessment completed by the student's teacher using the Child Behavior Rating Scale. The focus of this segment is to observe a child's interactions with other children and adults in the classroom and their interaction with classroom materials. This segment does not take any student time to administer.

- Complete all 15 items for each child.
- Circle the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:
  1. The child never exhibits the behavior described by the item.
  2. The child rarely exhibits the behavior described by the item.
  3. The child sometimes exhibits the behavior described by the item.
  4. The child frequently or usually exhibits the behavior described by the item.
  5. The child always exhibits the behavior described by the item.

For further information on how the Oregon KA is administered and scored, please reference the [Preliminary Test Administration Manual \(TAM\)](#), which outlines the required policies and procedures pertaining to the Kindergarten Assessment.



# Criteria for the Oregon Kindergarten Assessment 2015-2016

## General

Oregon's Kindergarten Assessment is a statewide assessment scored by assessors, which include any Oregon teacher, or trained staff.

## Assessment items must

- be appropriate for students in terms of age, interests, and experience.
- be free of age, gender, ethnic, religious, socioeconomic, or disability stereotypes or bias.
- provide clear and complete instructions to students.
- ensure each domain will have items with a range of difficulty and complexity levels.
- ensure each assessment item will measure only one domain.

## Graphics Criteria

Graphics are used in the Kindergarten Assessment to provide both necessary and supplemental information. Some graphics contain information that is necessary for answering the question, while other graphics illustrate or support the context of the question.

- Graphic displays, their corresponding items, and answer choices will appear on the same page.
- Shading and color will be minimized. It will be used to make a figure's size, shape or dimensions clear, and not solely for artistic effect.

## Item Style and Format Criteria

### Early Literacy

- Assessment items are presented on a reusable, one page format. There are charts for English Letter Names, English Letter Sounds, and Spanish Letter Sounds.
- Each letter or letter blend is considered one item.
- There are 100 items possible for English Letter Names; 100 items possible for English Letter Sounds; and 100 items possible for Spanish Letter Sounds.
- There are 10 items in each row.
- Letter arrangement in each student copy chart adheres to a specific blueprint for form construction.
- Letter font is Century Gothic, size 26. Letter I is presented in Book Antigua.

## **Early Math**

- There are 16 math items included in the early math segment.
- One math item is presented per page in the student booklet.
- Assessment items will be in the form of questions with a graphic or equation presented above three answer choices.
- Numbers, symbols, or any part of the math equation is NOT read to the student.
- Students will be read directions asking them to point to or say the answer.
- Answer choices will be arranged vertically beneath the question; Neither “None of the above” nor “All of the above” will be used as one of the answer choices. NA (no answer) is an option on the Assessor Copy used by the Assessor when a student does not know the answer or does not want to select an answer.
  - If the student does not provide an answer, the assessor is to circle NA (no answer) on the assessor sheet. As written on the assessor “If the student still does not know the answer or does want to select an answer, then select NA (no answer) and go to the next item.”
- Assessment items may not be worded in the negative (“Which of these is NOT ...”).
- Math answer choice font is Arial, 46 point.
- Spanish/English items are presented with Spanish text above English text and read to the student in whichever language (Spanish or English) that the student indicated a preference for at the start of the assessment.

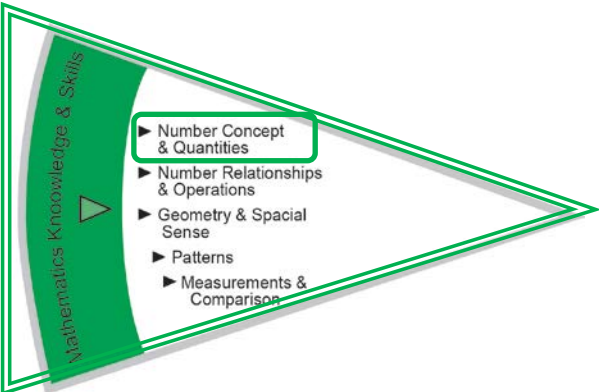
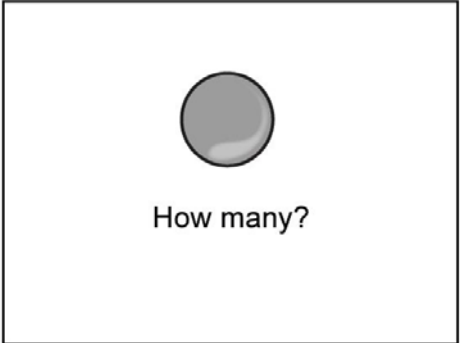
## **Approaches to Learning**

- Assessor observes student during school activities and routines.
- There are 15 items to be completed by assessor.
- The item text is written in Calibri font, 11 point.

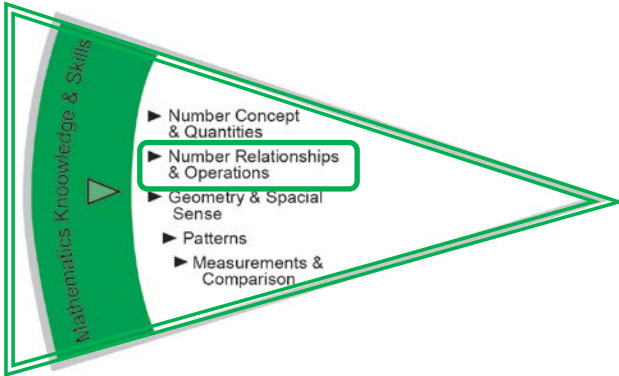
## Content Standard Maps

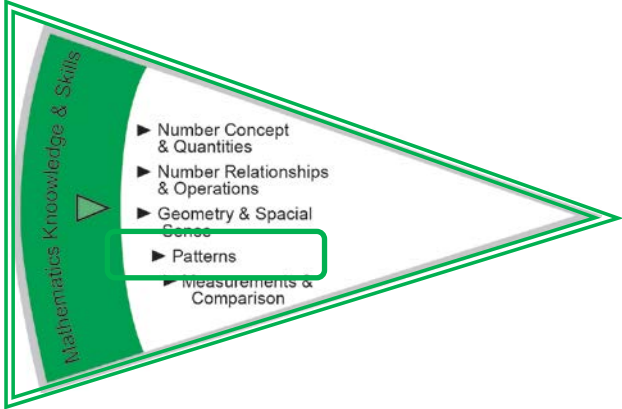
**The following pages contain an examination of the assessment content for Early Literacy, Early Math, and Approaches to Learning**

- The top row identifies the Kindergarten Assessment Segment and the Score Reporting Category on the right.
- The second row identifies the targeted standard, indicating Pre-Kindergarten Standards and Kindergarten Standards.
- The third row identifies the title of the column, and content standards listed below it.
- The first column (from left to right) provides information on the Head Start Child Development and Early Learning Framework (adopted as Oregon’s early learning standards for children ages three to five in 2012) standard domain & domain element with a description of the measured skill.
- The second column (from left to right) provides the content alignment of the Kindergarten Common Core State Standards providing content standard alignment to the Oregon KA. (Note: Alignment of the Oregon KA and Oregon’s Early Learning Framework, conducted by Education Specialists indicated no direct alignment of the Spanish Letter Names to the Common Core State Standards.)
- The third column provides a sample assessment item, if available.

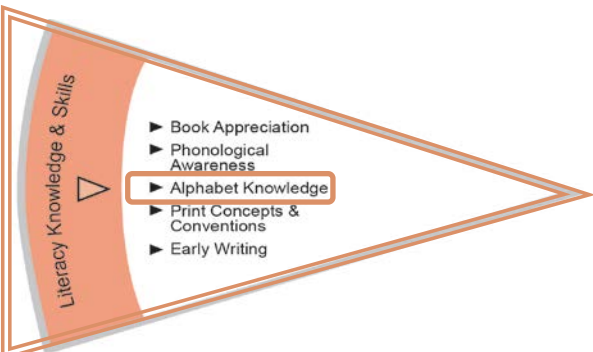
| Reporting Segment: Early Math  |  |  |
|--|--|--|
| Oregon Early Learning Standards (Ages 3-5)   | Oregon Kindergarten Standards (By end of school year)  |  |
| The Head Start Child Development and Early Learning Framework:<br>Domain: Mathematics Knowledge & Skill <sup>1</sup>   | Common Core State Standards for Mathematics (CCSSM) Kindergarten <sup>2</sup>  | Sample Item  |
| <p><b>Domain Element:</b></p> <p>➤ <b>Number Concepts &amp; Quantities:</b> The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</p> <p><i>*Some Examples:</i></p> <ul style="list-style-type: none"> <li>• Recognizes numbers and quantities in the everyday environment.</li> <li>• Recites numbers in the correct order and understands that numbers come "before" or "after" one another.</li> <li>• Associates quantities and the names of numbers with written numerals.</li> <li>• Uses one-on-one counting and subitizing (identifying the number of objects without counting) to determine quantity.</li> <li>• Uses the number name of the last object counted to represent the number of objects in the set.</li> </ul>  <p><i>*The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements. (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010)</i></p> | <p><b>(K.OA) Operations and Algebraic thinking:</b><br/><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <ul style="list-style-type: none"> <li>▪ K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem).</li> <li>▪ K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings, and record each decomposition by a drawing or equation, (e.g., <math>5=2+3</math> and <math>5=4+1</math>)</li> </ul> <p><b>(K.CC) Counting and Cardinality</b><br/><b>Know number names and the count sequence</b></p> <ul style="list-style-type: none"> <li>▪ K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</li> </ul> <p><b>Count to tell the number of objects</b></p> <ul style="list-style-type: none"> <li>▪ K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</li> </ul> <p><b>(K.MD) Measurement and Data</b><br/><b>Classify objects and count the number of objects in each category.</b></p> <ul style="list-style-type: none"> <li>▪ K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</li> </ul> <p>See Appendix D which contain CCSS Kindergarten &amp; First Grade Standards</p> | <p><b>Counting</b></p>  <p>How many?</p> <p>Answer key: 1</p> <p>1</p> <p>2</p> <p>3</p> <p><i>*2015 Oregon Statewide Kindergarten Assessment<br/>Early Math: Number and Operations</i></p> |

1 House Bill 4165, passed by Oregon Legislature in 2012, directed that The Head Start Child Development and Early Learning Framework be adopted as Oregon's early learning standards for children ages three to five.  
2 Oregon State Board of Education adopted the CCSSM in March 2010.

| Reporting Segment: Early Math   |  |   |
|---|--|---|
| Oregon Early Learning Standards (Ages 3-5)  | Oregon Kindergarten Standards (By end of school year)  |   |
| The Head Start Child Development and Early Learning Framework:<br>Domain: Mathematics Knowledge & Skill <sup>1</sup>  | Common Core State Standards for Mathematics (CCSSM) Kindergarten <sup>2</sup>  | Sample Item   |
| <p><b>Domain Element:</b></p> <p>➤ <b>Number Relationships &amp; Operations:</b> The use of numbers to describe relationships and solve problems.</p> <p><i>*Some Examples:</i></p> <ul style="list-style-type: none"> <li>• Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less greater than, fewer, or equal to.</li> <li>• Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</li> <li>• Identifies the new number created when numbers are combined or separated.</li> </ul>  <p><i>*The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements. (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010)</i></p> | <p><b>(K.OA) Operations and Algebraic thinking:</b></p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <ul style="list-style-type: none"> <li>▪ K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem).</li> <li>▪ K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings, and record each decomposition by a drawing or equation, (e.g., 5=2+3 and 5= 4+1)</li> <li>▪ K.OA.5: Fluently add and subtract within 5.</li> </ul> <p>See Appendix D which contain CCSS Kindergarten &amp; First Grade Standards</p> | <p><b>Simple Addition</b></p> <div style="border: 1px solid black; padding: 20px; text-align: center; margin: 10px 0;"> <math>2 + 5 = \underline{\quad}</math> </div> <p style="text-align: right; margin-right: 50px;"><i>Answer key: 7</i></p> <div style="text-align: center; margin-top: 20px;"> <p>7</p> <p>6</p> <p>3</p> </div> <p><i>*2015 Oregon Statewide Kindergarten Assessment<br/>Early Math: Number and Operations</i></p> |

| Reporting Segment: Early Math   |   |  |   |  |   |
|---|---|--|---|--|---|
| Oregon Early Learning Standards (Ages 3-5)  | Oregon Kindergarten Standards (By end of school year)   |  |   |  |   |
| The Head Start Child Development and Early Learning Framework:<br>Domain: Mathematics Knowledge & Skill <sup>1</sup>  | Common Core State Standards for Mathematics (CCSSM) Kindergarten and First Grade <sup>2</sup>   | Sample Item  |   |  |   |
| <p><b>Domain Element:</b></p> <p>➤ <b>Patterns:</b> The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p> <p><i>*Some Examples:</i></p> <ul style="list-style-type: none"> <li>• Sorts, classifies, and serializes (put in a pattern) objects using attributes, such as color, shape, or size.</li> <li>• Recognizes, duplicates, and extends simple patterns.</li> <li>• Creates patterns through the repetition of a unit.</li> </ul>  <p><i>*The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements. (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010)</i></p> | <p><b>(K.OA) Operations and Algebraic thinking:<br/>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <ul style="list-style-type: none"> <li>▪ K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations. (Drawings need not show detail, but should show the mathematics in the problem).</li> <li>▪ K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings, and record each decomposition by a drawing or equation, (e.g., <math>5=2+3</math> and <math>5= 4+1</math>)</li> </ul> <p><b>(K.CC) Counting and Cardinality:<br/>Know number names and the count sequence</b></p> <ul style="list-style-type: none"> <li>▪ K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> </ul> <p><b>(1.OA) Operations and Algebraic Thinking:<br/>Represent and solve problems involving addition and subtraction.</b></p> <ul style="list-style-type: none"> <li>▪ Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> </ul> <p>See Appendix D which contain CCSS Kindergarten &amp; First Grade Standards</p> | <p><b>Identifying Number Patterns</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <table border="1" style="margin: 0 auto;"> <tr> <td style="padding: 10px;">1</td> <td style="padding: 10px;"></td> <td style="padding: 10px;">3</td> </tr> </table> <p style="margin-top: 10px;">What number is missing?</p> </div> <p style="text-align: right;">Answer key: 2</p> <div style="text-align: center; margin-top: 10px;"> <p>5</p> <p>4</p> <p>2</p> </div> <p><small>*2015 Oregon Statewide Kindergarten Assessment<br/>Early Math: Number and Operations</small></p> | 1 |  | 3 |
| 1   |   | 3  |   |  |   |

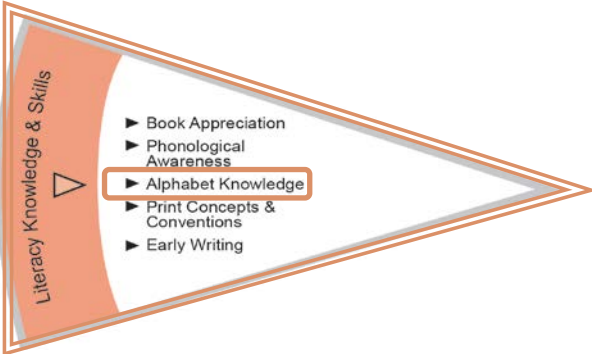
# Reporting Segment: Early Literacy

| Oregon Early Learning Standards (Ages 3-5)   | Oregon Kindergarten Standards (By end of school year)   |   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
|--|---|---|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|---|----|----|----|---|---|---|----|----|---|----|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|---|----|----|---|----|---|----|---|---|---|---|---|---|---|----|----|
| The Head Start Child Development and Early Learning Framework:<br>Domain: Literacy Knowledge & Skill <sup>1</sup>  | Common Core State Standards<br>English Language Arts & Literacy:<br>Kindergarten & First Grade <sup>3</sup>   | Sample Items  |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| <p><b>Domain Element:</b></p> <p>➤ <b>Alphabet Knowledge:</b> The names and sounds associated with letters.</p> <p><i>*Some Examples:</i></p> <ul style="list-style-type: none"><li>• Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</li><li>• Recognizes that letters of the alphabet have distinct sound(s) associated with them.</li><li>• Attends to the beginning letters and sounds of familiar words.</li><li>• Identifies and associates corrects sounds with letters</li></ul>  <p><i>*The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements. (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start, 2010)</i></p> | <p><b>Kindergarten (K)</b></p> <p><b>K.RF.1 Demonstrate understanding of the organization and basic features of print.</b></p> <p>a. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phoneme s).</b></p> <p><b>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><b>First Grade (1)</b></p> <p><b>1. RF.3 Know and apply grade-level phonics and words skills in decoding words.</b></p> <p>a. Know the spelling-sound correspondence for common consonant digraphs.</p> <p>See Appendix C which contains all CCSS ELA Standards</p> | <p><b>Sample Student Copy—English Letter Names</b></p> <table><tr><td>o</td><td>X</td><td>A</td><td>s</td><td>O</td><td>B</td><td>E</td><td>a</td><td>T</td><td>x</td></tr><tr><td>e</td><td>r</td><td>Z</td><td>S</td><td>L</td><td>t</td><td>R</td><td>N</td><td>p</td><td>C</td></tr><tr><td>m</td><td>D</td><td>P</td><td>n</td><td>F</td><td>I</td><td>M</td><td>f</td><td>K</td><td>i</td></tr><tr><td>k</td><td>c</td><td>G</td><td>v</td><td>z</td><td>W</td><td>U</td><td>h</td><td>Q</td><td>u</td></tr><tr><td>w</td><td>y</td><td>I</td><td>V</td><td>d</td><td>J</td><td>b</td><td>j</td><td>q</td><td>A</td></tr><tr><td>T</td><td>a</td><td>O</td><td>s</td><td>X</td><td>o</td><td>B</td><td>x</td><td>A</td><td>E</td></tr><tr><td>Z</td><td>L</td><td>N</td><td>r</td><td>S</td><td>p</td><td>t</td><td>e</td><td>C</td><td>R</td></tr><tr><td>K</td><td>M</td><td>F</td><td>P</td><td>m</td><td>i</td><td>f</td><td>I</td><td>n</td><td>D</td></tr><tr><td>W</td><td>h</td><td>u</td><td>v</td><td>c</td><td>k</td><td>G</td><td>z</td><td>U</td><td>Q</td></tr><tr><td>A</td><td>y</td><td>q</td><td>j</td><td>b</td><td>d</td><td>J</td><td>V</td><td>I</td><td>A</td></tr></table> <p><b>Sample Student Copy—English Letter Sounds</b></p> <table><tr><td>s</td><td>D</td><td>m</td><td>M</td><td>H</td><td>b</td><td>o</td><td>k</td><td>S</td><td>c</td></tr><tr><td>p</td><td>h</td><td>e</td><td>Z</td><td>O</td><td>U</td><td>z</td><td>n</td><td>A</td><td>T</td></tr><tr><td>g</td><td>J</td><td>t</td><td>G</td><td>N</td><td>I</td><td>a</td><td>r</td><td>L</td><td>y</td></tr><tr><td>k</td><td>f</td><td>I</td><td>th</td><td>Sh</td><td>Ch</td><td>z</td><td>qu</td><td>sh</td><td>wh</td></tr><tr><td>u</td><td>w</td><td>v</td><td>Th</td><td>ch</td><td>V</td><td>Ph</td><td>E</td><td>g</td><td>F</td></tr><tr><td>f</td><td>ph</td><td>s</td><td>i</td><td>X</td><td>R</td><td>Y</td><td>K</td><td>u</td><td>P</td></tr><tr><td>d</td><td>c</td><td>k</td><td>S</td><td>o</td><td>H</td><td>b</td><td>M</td><td>D</td><td>m</td></tr><tr><td>r</td><td>n</td><td>T</td><td>A</td><td>U</td><td>z</td><td>O</td><td>e</td><td>Z</td><td>h</td></tr><tr><td>a</td><td>y</td><td>r</td><td>L</td><td>g</td><td>I</td><td>G</td><td>t</td><td>N</td><td>J</td></tr><tr><td>t</td><td>sh</td><td>qu</td><td>wh</td><td>z</td><td>Ch</td><td>th</td><td>I</td><td>Sh</td><td>f</td></tr><tr><td>Ph</td><td>V</td><td>u</td><td>E</td><td>g</td><td>F</td><td>w</td><td>v</td><td>Th</td><td>ch</td></tr></table> <p><small>*2015 Oregon Statewide Kindergarten Assessment<br/>Early Literacy: English Letter Names and English Letter Sound</small></p> | o  | X  | A  | s  | O  | B  | E  | a | T | x | e | r | Z | S | L | t | R | N | p | C | m | D | P | n | F | I | M | f | K | i | k | c | G | v | z | W | U | h | Q | u | w | y | I | V | d | J | b | j | q | A | T | a | O | s | X | o | B | x | A | E | Z | L | N | r | S | p | t | e | C | R | K | M | F | P | m | i | f | I | n | D | W | h | u | v | c | k | G | z | U | Q | A | y | q | j | b | d | J | V | I | A | s | D | m | M | H | b | o | k | S | c | p | h | e | Z | O | U | z | n | A | T | g | J | t | G | N | I | a | r | L | y | k | f | I | th | Sh | Ch | z | qu | sh | wh | u | w | v | Th | ch | V | Ph | E | g | F | f | ph | s | i | X | R | Y | K | u | P | d | c | k | S | o | H | b | M | D | m | r | n | T | A | U | z | O | e | Z | h | a | y | r | L | g | I | G | t | N | J | t | sh | qu | wh | z | Ch | th | I | Sh | f | Ph | V | u | E | g | F | w | v | Th | ch |
| o  | X   | A   | s  | O  | B  | E  | a  | T  | x  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| e  | r   | Z   | S  | L  | t  | R  | N  | p  | C  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| m  | D   | P   | n  | F  | I  | M  | f  | K  | i  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| k  | c   | G   | v  | z  | W  | U  | h  | Q  | u  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| w  | y   | I   | V  | d  | J  | b  | j  | q  | A  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| T  | a   | O   | s  | X  | o  | B  | x  | A  | E  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| Z  | L   | N   | r  | S  | p  | t  | e  | C  | R  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| K  | M   | F   | P  | m  | i  | f  | I  | n  | D  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| W  | h   | u   | v  | c  | k  | G  | z  | U  | Q  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| A  | y   | q   | j  | b  | d  | J  | V  | I  | A  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| s  | D   | m   | M  | H  | b  | o  | k  | S  | c  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| p  | h   | e   | Z  | O  | U  | z  | n  | A  | T  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| g  | J   | t   | G  | N  | I  | a  | r  | L  | y  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| k  | f   | I   | th | Sh | Ch | z  | qu | sh | wh |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| u  | w   | v   | Th | ch | V  | Ph | E  | g  | F  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| f  | ph  | s   | i  | X  | R  | Y  | K  | u  | P  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| d  | c   | k   | S  | o  | H  | b  | M  | D  | m  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| r  | n   | T   | A  | U  | z  | O  | e  | Z  | h  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| a  | y   | r   | L  | g  | I  | G  | t  | N  | J  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| t  | sh  | qu  | wh | z  | Ch | th | I  | Sh | f  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |
| Ph   | V   | u   | E  | g  | F  | w  | v  | Th | ch |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |   |   |   |    |    |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |   |    |   |    |   |   |   |   |   |   |   |    |    |

<sup>3</sup> Oregon State Board of Education adopted the CCSS Kindergarten English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, March 2010



## Reporting Segment: Spanish Letter Sounds

| Reporting Segment: Spanish Letter Sounds  |  |  |    |    |    |    |    |    |    |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
|---|--|--|----|----|----|----|----|----|----|---|---|---|----|---|---|----|---|----|---|---|---|---|---|----|---|---|---|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|---|----|---|----|---|---|---|----|---|---|----|---|---|---|---|----|---|---|---|---|---|----|---|---|---|---|---|---|----|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|----|---|----|---|---|---|----|---|----|---|---|---|
| Oregon Early Learning Standards (Ages 3-5)  | Oregon World Language Learner Standards  |  |    |    |    |    |    |    |    |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| The Head Start Child Development and Early Learning Framework:<br>Domain: Literacy Knowledge & Skills <sup>1</sup>  | American Council on the Teaching of Foreign languages (ACTFL) <sup>4</sup>   | Sample Item  |    |    |    |    |    |    |    |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| <p><b>Domain Element:</b></p> <p>➤ <b>Alphabet Knowledge:</b> The names and sounds associated with letters.</p> <p><i>*Some Examples:</i></p> <ul style="list-style-type: none"><li>• Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</li><li>• Recognizes that letters of the alphabet have distinct sound(s) associated with them.</li><li>• Attends to the beginning letters and sounds of familiar words.</li><li>• Identifies and associates corrects sounds with letters</li></ul>  | <p><b>Standards for Foreign Language Learning: Communication</b></p> <p><b>Communicate in Languages Other Than English</b></p> <ul style="list-style-type: none"><li>• <b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li><li>• <b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics.</li></ul> | <p><b>Sample Student Copy- Sonidos de las letras en español/ Spanish Letter Sounds</b></p> <table><tr><td>Ca</td><td>ñ</td><td>R</td><td>f</td><td>s</td><td>A</td><td>Gi</td><td>q</td><td>m</td><td>i</td></tr><tr><td>ll</td><td>K</td><td>u</td><td>ce</td><td>j</td><td>rr</td><td>l</td><td>x</td><td>b</td><td>p</td></tr><tr><td>w</td><td>ga</td><td>H</td><td>k</td><td>s</td><td>E</td><td>Ñ</td><td>r</td><td>x</td><td>ca</td></tr><tr><td>I</td><td>N</td><td>L</td><td>O</td><td>ch</td><td>n</td><td>V</td><td>F</td><td>u</td><td>rr</td></tr><tr><td>Z</td><td>P</td><td>b</td><td>v</td><td>d</td><td>ca</td><td>U</td><td>Ch</td><td>w</td><td>h</td></tr><tr><td>y</td><td>ce</td><td>a</td><td>j</td><td>Gi</td><td>Z</td><td>E</td><td>T</td><td>s</td><td>ga</td></tr><tr><td>x</td><td>V</td><td>o</td><td>i</td><td>w</td><td>rr</td><td>Q</td><td>D</td><td>n</td><td>k</td></tr><tr><td>M</td><td>t</td><td>ga</td><td>P</td><td>u</td><td>m</td><td>L</td><td>Y</td><td>o</td><td>r</td></tr><tr><td>gi</td><td>a</td><td>e</td><td>t</td><td>Q</td><td>h</td><td>Z</td><td>b</td><td>ch</td><td>d</td></tr><tr><td>Ce</td><td>r</td><td>P</td><td>s</td><td>rr</td><td>f</td><td>Ga</td><td>I</td><td>w</td><td>y</td></tr></table> <p><i>*2015 Oregon Statewide Kindergarten Assessment<br/>Early Literacy: Spanish Letter Sounds</i></p> | Ca | ñ  | R  | f  | s  | A  | Gi | q | m | i | ll | K | u | ce | j | rr | l | x | b | p | w | ga | H | k | s | E | Ñ | r | x | ca | I | N | L | O | ch | n | V | F | u | rr | Z | P | b | v | d | ca | U | Ch | w | h | y | ce | a | j | Gi | Z | E | T | s | ga | x | V | o | i | w | rr | Q | D | n | k | M | t | ga | P | u | m | L | Y | o | r | gi | a | e | t | Q | h | Z | b | ch | d | Ce | r | P | s | rr | f | Ga | I | w | y |
| Ca  | ñ  | R  | f  | s  | A  | Gi | q  | m  | i  |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| ll  | K  | u  | ce | j  | rr | l  | x  | b  | p  |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| w   | ga   | H  | k  | s  | E  | Ñ  | r  | x  | ca |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| I   | N  | L  | O  | ch | n  | V  | F  | u  | rr |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| Z   | P  | b  | v  | d  | ca | U  | Ch | w  | h  |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| y   | ce   | a  | j  | Gi | Z  | E  | T  | s  | ga |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| x   | V  | o  | i  | w  | rr | Q  | D  | n  | k  |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| M   | t  | ga   | P  | u  | m  | L  | Y  | o  | r  |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| gi  | a  | e  | t  | Q  | h  | Z  | b  | ch | d  |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| Ce  | r  | P  | s  | rr | f  | Ga | I  | w  | y  |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |
| <p><i>*The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are not to be used to assess the progress of children on the domain elements. (U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start</i></p>   | <p>See Appendix F which contains all ACTFL Proficiency Stages</p>  |  |    |    |    |    |    |    |    |   |   |   |    |   |   |    |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |    |   |   |   |    |   |   |    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |    |   |    |   |   |   |    |   |    |   |   |   |

<sup>4</sup> American Council on the Teaching of Foreign Language (ACTFL, 1998-2001).

**Graphic Representation**

**Social & Emotional Development**

- Social Relationships
- Self-Concept & Self-Efficacy
- Self-Regulation
- Emotional & Behavioral Health

**Approaches to Learning**

- Initiative & Curiosity
- Persistence & Attention
- Cooperation

**English Language Development**

- Receptive English Language Skills
- Expressive English Language Skills
- Engagement in English Literacy Activities

**Literacy Knowledge & Skills**

- Book Appreciation
- Phonological Awareness
- Alphabet Knowledge
- Print Concepts & Conventions
- Early Writing

**Oregon's Early Learning Standards (Ages 3-5)**

**Oregon's Early Learning Standards (Ages 3-5)**

# Kindergarten Assessment Blueprint

## Introduction

The blueprints used to construct the Oregon Kindergarten Assessment prescribe the:

- Score Reporting Categories (SRC) included on each assessment.
- number of assessment items from each SRC included in each assessment.
- range of possible raw scores from each SRC included on each assessment.
- total item count of operational items included for each assessment.

## Alignment of Assessment Items

Assessment items are carefully aligned to the Early Learning Framework domains and content standards through the following process:

- Assessment items and measures were selected to best align to the Early Learning Framework and the Common Core State Standards for Kindergarten English/Language Arts and Mathematics.
- Initial Alignment was completed by the Oregon Department of Education's Specialists in English Language Arts and Mathematics.
- Alignment of items to the standards and purpose of the assessment was reviewed by the Kindergarten Assessment Workgroup for overall quality and appropriateness.

## Content Alignment Process by Segment

### Early Literacy and Early Math

- The initial alignment of the Oregon Kindergarten Assessment to the Early Learning Framework (2010) was completed in August 2013, by the Oregon Department of Education English Language Arts and Mathematics Content Specialists.
- Final review and approval of the initial alignment was completed by the Early Learning Council Workgroup, 2013.
- A secondary alignment was completed in March, 2014.

### The Child Behavior Rating Scale

- Aligns with three Early Learning Framework (2010) Domains: Approaches to Learning, Self-Regulation, and Interpersonal Skills.
- The Approaches to Learning assessment items on the KA are based on a Behavior Rating Scale, and therefore are not directly aligned to Mathematics or English Language of Arts content standards; Common Core State Standards show no direct alignment.

The Appendices to this document include additional information and documents used to ensure the development of an appropriate statewide Kindergarten Assessment.

### **Additional Assessment Design Criteria**

- Each item assesses only one Scoring Reporting Category (SRC).
- Each item assesses a domain in the Early Learning Framework
- English assessment blueprints provide the criteria for the Student booklet
  - This booklet is composed of Early Literacy, Early Spanish Literacy (Spanish Letter Sounds), and Early Mathematics (with Spanish/English Bilingual option for officially identified Spanish Speaking English Learners and English Only))
- The Early Literacy and Spanish Literacy segments are considered fluency measures; assessing automatic responses of students.

Note: Rarely would any student receive total raw score, e.g., 100 out of 100 English Letter Sounds.

## Oregon Kindergarten Assessment (2015-2016)

### Student Operational Blueprint Content Coverage

| Assessment Segments | Score Reporting Categories (SRC)  | Operational Assessment Items  |                              |
|---------------------|---|---|------------------------------|
| Segment One         | <b>Early Literacy</b><br>Timed segment includes two measures for all students:  | Total Item Count  | Range of Possible Raw Scores |
|                     | 1. <b>English Letter Names:</b> The student views a chart with upper and lowercase letters. This is a timed fluency measure. The student has 60 seconds to identify as many letters as he/she can.  | 100   | 0-100                        |
|                     | 2. <b>English Letter Sounds:</b> The student views a chart with upper and lowercase letters and some letter blends. This is a timed fluency measure. The student has 60 seconds to make as many letter sounds as he/she can.  | 100   | 0-100                        |
|                     | <ul style="list-style-type: none"> <li><b>Early Spanish Literacy: Spanish Letter Sounds</b> only administered to officially identified EL students taking the Oregon KA whose language of origin is Spanish. The student views a chart with upper and lowercase letters and some letter blends. This is a timed fluency measure. The student has 60 seconds to identify as many letter sounds as he/she can.</li> </ul> <i>For additional guidance on identification and reporting, please see Executive Numbered Memo 009-2013-14- Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment.</i> | 100   | 0-100                        |
| Segment Two         | <b>Early Math</b><br>This assessment has two sample items and 16 items. It is not timed. Students view items that include counting, simple addition, simple subtraction, and recognizing number patterns. The assessment is multiple choice, students choose their answer by pointing or verbalizing from three possible answers. For instance, a student might see a row of five stars and the assessor would ask “ <b>How many?</b> ” point to or say the answer.   | 16  | 0-16                         |
|                     |   | Total Item Count  | Point Range                  |
| Segment Three       | <b>Approaches to Learning</b><br>The Child Behavior Rating Scale has 15 items that teachers score based on observation of the student in the classroom during regular classroom activities and routines. The scale focuses on approaches to learning, self-regulation, and social-emotional. For instance, items are similar to this sample: “Completes work effectively.” The teacher uses a five point scale, ranging from <u>never</u> exhibits the behavior to <u>always</u> exhibit the behavior.  | 15  | 15 -7 5                      |
|                     |   |   |                              |
| Totals              | Operational Assessment Item Total   | <b>291 total items</b><br><b>391 total items, if including Early Spanish Literacy</b> |                              |

## Oregon Kindergarten Assessment (2015-2016) Student Field Test Blueprint Content Coverage

| Assessment Segments | Score Reporting Categories (SRC)  | Operational Assessment Items   |                              |
|---------------------|---|--|------------------------------|
| Segment One         | <b>Early Literacy</b><br>Timed segment includes two measures for all students, plus additional four field test (FT) measures to selected 2, 500 students per FT measure.  | Total Item Count   | Range of Possible Raw Scores |
|                     | <b>1. English Letter Names Operational:</b> The student views a chart with upper and lowercase letters. This is a timed fluency measure. The student has 60 seconds to identify as many letters as he/she can.  | 100  | 0-100                        |
|                     | <ul style="list-style-type: none"> <li><b>English Letter Name (FT Form A)</b> Student views a chart with 40 upper and lowercase letters. When conducting this assessment, follow the same administration procedures as for English Letter Names (operational).</li> </ul>                   | 40   | 0-40                         |
|                     | <b>English Letter Name (FT Form C)</b> Student views a chart with 100 upper and lower case letters; letters are presented in a different order than Operational form. When conducting this assessment, follow the same administration procedures as for English Letter Names (operational). | 100  | 0-100                        |
|                     | <b>2. English Letter Sounds Operational:</b> The student views a chart with upper and lowercase letters and some letter blends. This is a timed fluency measure. The student has 60 seconds to make as many letter sounds as he/she can.  | 100  | 0-100                        |
|                     | <b>English Letter Sounds (FT Form B)</b> Student views a chart with 40 upper and lowercase letters. When conducting this assessment, follow the same administration procedures as for English Letter Sounds (operational).  | 40   | 0-40                         |
|                     | <b>English Letter Sounds (FT Form D)</b> Student views a chart with 100 upper and lower case letters; letters are presented in a different order than Operational form. When conducting this assessment, follow the same administration procedures as English Letter Sounds (operational).  | 100  | 0-100                        |
|                     | <ul style="list-style-type: none"> <li><b>Early Spanish Literacy: Spanish Letter Sounds</b> (Please see Operational Test Blueprint Content Coverage for scoring category description)</li> </ul>  | 100  | 0-100                        |
| Segment Two         | <b>Early Math</b> (Please see Operational Test Blueprint Content Coverage for scoring category description)   | 16   | 0-16                         |
|                     |   | Total Item Count   | Point Range                  |
| Segment Three       | <b>Approaches to Learning</b> (Please see Operational Test Blueprint Content Coverage for scoring category description)   | 15   | 15 -7 5                      |
|                     |   |  |                              |
| Totals              | Operational Assessment Item Total   | 291 total items<br>391 total items, if including Early Spanish Literacy                |                              |
|                     | Field Test Total  | 431 total items, if including Form A or C<br>491 total items, if including Form B or D |                              |

## Appendices

The Appendices of this document include ancillary materials provided to explain the Early Literacy, Early Math, and Approaches to Learning assessments; including assessment documents that deal with assessment background, construction and design.

Included in this section are:

- Appendix A     Accessibility Supports for Kindergarten Assessment
- Appendix B     Proper Identification of English Language Learners
- Appendix C     Common Core State Standards English Language Arts,  
Kindergarten and First Grade, adopted by the Oregon Board of  
Education, 2010
- Appendix D     Common Core State Standards Mathematics, Kindergarten and  
First Grade, adopted by the Oregon Board of Education, 2010
- Appendix E     Essential Skills – Conceptual Tie Mapping to Kindergarten
- Appendix F     Standards for Learning Language, American Council on the  
Teaching of Foreign Language (ACTFL, 1998-2001)
- Appendix G     The Head Start Child and Early Learning Framework, adopted 2012



Table 1 KA: Non-embedded Universal Tools

| Universal Tool   | Description  |
|--|--|
| Auditory amplification devices, hearing aids, noise buffers                        |  |
| Highlighter  | A tool for marking desired text, item questions, item answers, or parts of these with a color. |
| Markers/guides to limit distractions   |  |
| Marker, pen, and pencil  |  |
| Stopwatch or timer   |  |
| Transparent sheets (clear or tinted) to protect test materials or to improve focus |  |

## **Accessibility Supports for Kindergarten Assessment**

**Table 2 KA: Non-embedded Designated Supports**

| Designated Support   | Description  |
|--|--|
| Administer at a time of day most beneficial to the student   | A time or period of day (e.g., student is usually able to engage following physical education) may be designated as a beneficial testing time. Testing times should be selected so that they do not extend beyond the boundaries of the typical school day.  |
| Administration of Spanish-English stacked mathematics test   | <p>Administration of all non-English versions of the statewide assessment must be implemented in accordance with the accessibility supports guidelines provided in this manual as well as in accordance with guidance provided for the relevant subject area in the Test Administration Manual.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p> |
| Simplify language in directions  | If a student requests clarification during assessment, a test administrator (TA) may simplify language provided in directions by substituting a single word for a word the student does not understand.  |
| Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator   | Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a test administrator, the test administrator is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.  |
| Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode   |  |
| Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) |  |

## **Accessibility Supports for Kindergarten Assessment**

| Designated Support   | Description  |
|--|--|
| Test an individual student in a separate location  | <p>Each student tested in a separate location must have a qualified test administrator present. A student may be tested in a separate location to prevent peer interaction or distraction.</p> <p>NOTE: It is assumed that a student will participate in statewide assessments in school during the typical school day; however, a student may be assessed in a location outside of the school and/or after typical school hours when special circumstances exist.</p>   |
| Test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact. |  |
| Use of projection devices  | <p>This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.</p>  |
| Use of sensory supports or interventions to allow students to attend to task   | <p>As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.</p> |

## **Accessibility Supports for Kindergarten Assessment**

| <b>Designated Support</b>  | <b>Description</b>   |
|--|--|
| Visual magnification devices   | A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment. |
| Written translation of the directions in a student's language of origin in advance of test administration. | A local translator who is trained and endorsed by a district may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student by a fluent speaker of that language.  |

## Accessibility Supports for Kindergarten Assessment

**Table 3 KA: Non-embedded Accommodation**

| Accommodation   | Description  |
|---|--|
| Access tests using uncontracted or contracted embossed Braille format (A221)  |  |
| For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A309)  | The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.   |
| For mathematics, test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication. (A220) | The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.   |
| Interpret directions orally (A103)  | For all assessments that do not have a Spanish-English stacked version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.  |
| Make a verbatim audio recording of tests in Spanish-English stacked** (A205)  | <p>Students may be provided with a locally produced verbatim recording of current Spanish-English stacked translated assessments (with the exception of reading/literature (K&amp;S) and, Early Literacy (KA). When using audio recordings of Spanish-English stacked tests, test administrators need to monitor student movement through audio versions to make certain the student maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators must spot check audio equipment before use to ensure that everything is working properly. If the student is not able to manage the equipment, test administrators should be allowed to provide support. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p> |

## **Accessibility Supports for Kindergarten Assessment**

|  |   |
|--|---|
| Sign directions (A102)   | <p>For all assessments, directions that are not linked to a specific item may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items. NOTES: (1) Introductions to reading passages are not considered part of the directions and may not be signed; (2**) Any information in the body of an item is considered part of that item and may not be signed as directions.</p> <p>The verbatim student directions for OAKS Online Math, Reading, Science, and Social Sciences assessments are located in Appendix B of the Test Administration Manual; verbatim student directions for the Writing Performance Assessment are located in Appendix G of the Test Administration Manual, and verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p> |
| Sign mathematics (not Early Literacy) items/stimuli and response choices—with the exception of mathematics signs and symbols—to the student by a sign language interpreter who meets the ODE minimum standard as defined in OAR 581.015.2035. (A219) | <p>This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>  |
| Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator (A310)  | <p>Students may sign their responses to a qualified sign language interpreter. In order to complete the timed, Reading portion of the assessment, it is recommended that there be two qualified sign language interpreters (one to read the student's response and one to record the response) to prevent a time delay in the administration of the assessment to the student.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>   |

## Appendix B

### **Memo 009-2013-14 Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment**

To: All School District Superintendents, District Test Coordinators, and Title III Directors

Re: Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment

#### **Summary**

In fall 2013, kindergarten students participated in the state-wide Kindergarten Assessment. As this was the first year of the assessment, one component – the Spanish literacy assessment – was voluntary. Beginning in the fall of 2014, this portion of the assessment will no longer be voluntary and must be administered to all eligible Spanish-speaking English learners.

Participation in the Early Spanish Literacy measure of the Kindergarten Assessment is restricted to **only** those students who have been identified as Spanish-speaking English Learners who qualify for services. The proper procedure for that identification is outlined below and further illustrated in the flow chart [linked here](#). No other kindergarten students shall be included in this measure. Districts shall develop and implement a plan for properly identifying students whose primary language is other than English. This identification is required within the first 30 days of the start of school, or within two (2) weeks of a student being enrolled in a district (Title III **SECTION 3302 (A), (B), (C), (D)**). For the Kindergarten Assessment, this identification is required prior to the administration of the Spanish Early Literacy component.

During the Kindergarten Assessment window, all incoming kindergarten students will be administered the English literacy assessment, the Math knowledge assessment, and the Approaches to Learning scale rating. Identified kindergarten ELs who have a first language of Spanish will be administered the 1-page Spanish literacy assessment **in addition to** the English literacy assessment.

**The Rule:** Section 10 of the 2014-15 [Test Administration Manual](#) states that English Learners taking the Kindergarten Assessment whose language of origin is Spanish will receive an early Spanish literacy assessment in addition to the early English literacy assessment. The Spanish literacy assessment measures skills in identifying Spanish letter names.

**Promising Practice:** Education teams within the school or district may use the flow chart [linked here](#) to guide the process of identifying Spanish-speaking English Learners for the Kindergarten Assessment. Once these criteria are met, the student is given the 1-page Early Spanish Literacy measure in addition to the English literacy assessment.

**Rationale:** With the exception of bi-literacy or dual immersion programs, English is the language of instruction throughout a child's K-12 education and students will need to master English in order to be prepared for college and career. As such, all ELs are be given the English literacy measures to establish a baseline of their knowledge and skills upon entering the public school system. However, there is also value in understanding a student's literacy skills in his or her native language. Spanish-speaking kindergarteners make up the vast majority of EL kindergarteners in Oregon. By assessing in both languages, educators will having information on the appropriate baseline in both English and Spanish for Spanish-speaking ELs.



### **Identifying a Student as a Native Spanish Speaker**

There are two ways to identify potentially eligible students: Home Language Survey and teacher referral. Both are described in the section below.

Please note: These guidelines are around identification for English Language Development (ELD) programs generally. Only those students who meet these criteria and are native Spanish speakers will be administered the Spanish literacy assessment. Identification for ELD services is the first step in determining which students should be administered this assessment.

### **Home Language Survey (HLS)**

TransACT Communications, Inc. has created many compliance related forms, including those required for Title III. These forms, translated into several languages, are available through TransACT at: <http://www.transACT.com/>.

If a school chooses not to use the TransACT forms, the forms used by the school must contain the same elements as the TransACT form in order to comply with current federal regulations.

Districts must:

- Identify the Primary Home Language Other than English (PHLOTE) of *all* students.
- Use the HLS. Though not required, it is the most commonly used instrument to identify students as potentially eligible for ELD services. Templates for HLS are available through TransACT at <http://www.transACT.com/>.
- Ask questions that have to do solely with home languages of the individual students. If a parent (guardian) gives a single affirmative answer to whether:
  - the child learned to speak a language other than English first;
  - the child currently speaks a language other than English; or
  - a language other than English is spoken in the home;

If the answer(s) is(are) affirmative, then the child qualifies for initial assessment. As such the child is classified as a primary home language other than English student.

While such information is helpful, inquiring exclusively about home languages can be misleading. For instance, the child may have spent only his or her infancy in a foreign country, foreign-born grandparents may be living in the home, or perhaps members of the family are learning a foreign language together. Such situations may not have an impact on a child's ability to speak English and should not lead to placing the child in a program for ELs.

For proper placement, the survey could include questions about the child's ability to speak English. The following questions would be reasonable in a primary home language survey:

- What language or languages are spoken in your child's home?
- What language or languages does your child speak?
- In what language does your child communicate with:
  - adults in the home?
  - with friends or peers?

Finally, the HLS is administered to ***all*** students once rather than annually.

## **Teacher Referral**

The HLS may indicate a student is English speaking only and no referral is made for initial program placement assessment; however, occasionally, some students may need to be identified as potentially eligible for ELD services (for example: Native American students). In these few cases, the student's classroom teacher may complete a referral form that highlights and provides evidence (classroom work, work samples scored with appropriate rubric, etc.) of the student's linguistic needs. A school team reviews the referral and may make a determination to have the student assessed for initial placement. In these cases, a notation on HLS explaining the reason(s) the student is placed in the ELD program is good practice and always helpful.

Based on the HLS, students are given an initial identification assessment.

Districts are required to include their identification criteria in their EL plan. These criteria should clarify which students are identified as ELs and which students do not qualify based on the identification assessment showing academic English proficiency. **Once a student is identified as an EL, the district must notify parents within 30 days at the beginning of the school year or within two (2) weeks of a student being enrolled in a district (forms are available through TransACT.com).**

## **OAR [581-023-0100](#) (4)**

- (1) Pursuant to ORS 327.013(7)(a)(B), the resident school districts shall receive an additional .5 times the ADM of all eligible students enrolled in an English as a Second Language program. To be eligible, a student must be in the ADM of the school district in grades kindergarten through 12 and be a language minority student attending English as a Second Language (ESL) classes in a program which meets basic U.S. Department of Education, Office of Civil Rights guidelines. These guidelines provide for:
  - (a) A systematic procedure for identifying students who may need ESL classes, and for assessing their language acquisition and academic needs

Please contact Rudyane Rivera-Lindstrom at 503-947-5617 or David Bautista at 503-947-5750 if you have any questions or need further information.

David Bautista  
Assistant Superintendent  
Office of Learning – Education Equity Unit  
503-947-5750  
david.bautista@state.or.us

Doug Kosty  
Assistant Superintendent  
Office of Learning –  
Instruction, Standards, Assessment and Accountability Unit  
503-947-5825  
doug.kosty@state.or.us

## Decision Matrix for the Early Spanish Literacy Assessment

**Kindergarten student arrives to enroll (or has already enrolled)**

Home Language Survey (HLS) is completed

Per the HLS, is the student a potential EL?

**No.**

The student does not take the Spanish literacy assessment.

**Yes.** The student is tested using a language proficiency instrument. (i.e. W-M, IPT)

Does the student qualify for ELD services per the language proficiency instrument?

**No.**

The student does not take the Spanish literacy assessment.

**Yes.** The student is a qualifying EL in my district.

Is the student's first/home language **Spanish**?

**No.**

The student does not take the Spanish literacy assessment.

**Yes.**

The student takes both the English literacy measures and the Spanish literacy measure of the Kindergarten Assessment.



## ***Standards By Design:***

---

### ***Kindergarten and First Grade for English Language Arts & Literacy (CCSS)***



# English Language Arts & Literacy (CCSS)

## Kindergarten

Instruction in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects will prepare Oregon students to be proficient in the four strands of the English language arts (ELA) skills—Reading, Writing, Language, and Speaking and Listening. Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

**Literature - The following standards offer a focus for instruction in literary text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.**

### Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

K.RL.2 With prompting and support, retell familiar stories, including key details.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

### Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

K.RL.4 Ask and answer questions about unknown words in a text.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

K.RL.5 Recognize common types of texts (e.g., storybooks, poems).

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

K.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

K.RL.10 Actively engage in group reading activities with purpose and understanding.

**Informational Text - The following standards offer a focus for instruction in informational text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.**

### Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

K.RI.1 With prompting and support, identify the main topic and retell key details of a text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

## Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

K.RI.5 Identify the front cover, back cover, and title page of a book.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

## Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

K.RI.10 Actively engage in group reading activities with purpose and understanding.

**Foundational Skills - These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.**

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

## Print Concepts

Anchor Standard: There are no anchor standards associated with Foundational Skills.

K.RF.1 Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

## Phonological Awareness

Anchor Standard: There are no anchor standards associated with Foundational Skills.

K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## Phonics and Word Recognition

Anchor Standard: There are no anchor standards associated with Foundational Skills.

K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Fluency

Anchor Standard: There are no anchor standards associated with Foundational Skills.

K.RF.4 Read emergent-reader texts with purpose and understanding.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.



**Writing - The following standards offer a focus for instruction in writing to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, and they should address increasingly demanding content and sources.**

### Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

K.W.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 . . .).

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

K.W.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.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

K.W.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.

### Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

K.W.4 (Begins in grade 3)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

K.W.9 (Begins in grade 4)

### Range of Writing

Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

K.W.10 (Begins in grade 3)

**Speaking and Listening - The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.**

### Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

## Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Language - The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.**

## Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

## Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

K.L.3 (Begins in grade 2)

## Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## First Grade

Instruction in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects will prepare Oregon students to be proficient in the four strands of the English language arts (ELA) skills—Reading, Writing, Language, and Speaking and Listening. Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

**Literature - The following standards offer a focus for instruction in literary text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.**

### Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1.RL.1 Ask and answer questions about key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

### Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

1.RL.6 Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

1.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

### Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Informational Text - The following standards offer a focus for instruction in informational text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.**

### Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1.RI.1 Ask and answer questions about key details in a text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1.RI.2 Identify the main topic and retell key details of a text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1.RI.7 Use the illustrations and details in a text to describe its key ideas.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

1.RI.8 Identify the reasons an author gives to support points in a text.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.

**Foundational Skills - These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.**

### Print Concepts

Anchor Standard: There are no anchor standards associated with Foundational Skills.

1.RF.1 Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Phonological Awareness

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard: There are no anchor standards associated with Foundational Skills.

- 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Distinguish long from short vowel sounds in spoken single-syllable words.
  - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

## Phonics and Word Recognition

Anchor Standard: There are no anchor standards associated with Foundational Skills.

- 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. Recognize and read grade-appropriate irregularly spelled words.

## Fluency

Anchor Standard: There are no anchor standards associated with Foundational Skills.

- 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
  - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing - The following standards offer a focus for instruction in writing to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, and they should address increasingly demanding content and sources.**

## Text Types and Purposes

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.



Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

## Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.W.4 (Begins in grade 3)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

1.W.9 (Begins in grade 4)

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

## Range of Writing

Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

1.W.10 (Begins in grade 3)

**Speaking and Listening - The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.**

## Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

**Language - The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.**

### Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1.L.3 (Begins in grade 2)

## Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

---

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.



## ***Standards By Design:***

---

### ***Kindergarten and First Grade for Mathematics (CCSS)***



# Mathematics (CCSS)

## Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

### Mathematical Practices (K.MP)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

K.MP.1 Make sense of problems and persevere in solving them.

K.MP.2 Reason abstractly and quantitatively.

K.MP.3 Construct viable arguments and critique the reasoning of others.

K.MP.4 Model with mathematics.

K.MP.5 Use appropriate tools strategically.

K.MP.6 Attend to precision.

K.MP.7 Look for and make use of structure.

K.MP.8 Look for and express regularity in repeated reasoning.

### Counting and Cardinality (K.CC)

K.CC.A Know number names and the count sequence.

K.CC.1 Count to 100 by ones and by tens.

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.B Count to tell the number of objects.

---

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.4c Understand that each successive number name refers to a quantity that is one larger.

K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

### K.CC.C Compare numbers.

K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)

K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

## Operations and Algebraic Thinking (K.OA)

### K.OA.D Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem)

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.5 Fluently add and subtract within 5.

## Number and Operations in Base Ten (K.NBT)

### K.NBT.E Work with numbers 11–19 to gain foundations for place value.

---

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

## Measurement and Data (K.MD)

K.MD.F Describe and compare measurable attributes.

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

K.MD.G Classify objects and count the number of objects in each category.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

## Geometry (K.G)

K.G.H Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.2 Correctly name shapes regardless of their orientations or overall size.

K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

K.G.I Analyze, compare, create, and compose shapes.

K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.6 Compose simple shapes to form larger shapes.

## First Grade

---

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.



## Mathematical Practices (1.MP)

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- 1.MP.1 Make sense of problems and persevere in solving them.
- 1.MP.2 Reason abstractly and quantitatively.
- 1.MP.3 Construct viable arguments and critique the reasoning of others.
- 1.MP.4 Model with mathematics.
- 1.MP.5 Use appropriate tools strategically.
- 1.MP.6 Attend to precision.
- 1.MP.7 Look for and make use of structure.
- 1.MP.8 Look for and express regularity in repeated reasoning.

## Operations and Algebraic Thinking (1.OA)

1.OA.A Represent and solve problems involving addition and subtraction.

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.)

1.OA.4 Understand subtraction as an unknown-addend problem.

1.OA.C Add and subtract within 20.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

---

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

#### 1.OA.D Work with addition and subtraction equations.

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

### Number and Operations in Base Ten (1.NBT)

#### 1.NBT.E Extend the counting sequence.

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

#### 1.NBT.F Understand place value.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”

1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

#### 1.NBT.G Use place value understanding and properties of operations to add and subtract.

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

---

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## Measurement and Data (1.MD)

### 1.MD.H Measure lengths indirectly and by iterating length units.

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

### 1.MD.I Tell and write time.

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

### 1.MD.J Represent and interpret data.

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## Geometry (1.G)

### 1.MD.K Reason with shapes and their attributes.

1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)

1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

---

K-8 standards are grouped by cluster, and identified by grade, domain, and number; for example, **4.OA.3**, means *grade 4, Operations and Algebraic Thinking, standard 3*. In High School, standards are grouped by conceptual category, domain, and number; for example, **A.CED.1**, means *Algebra, Creating Equations, standard 1*.

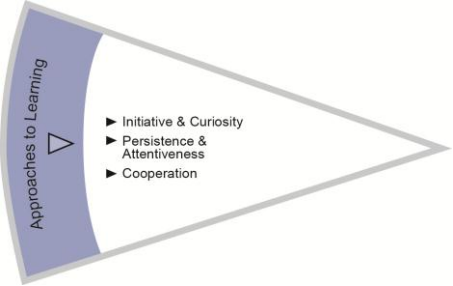
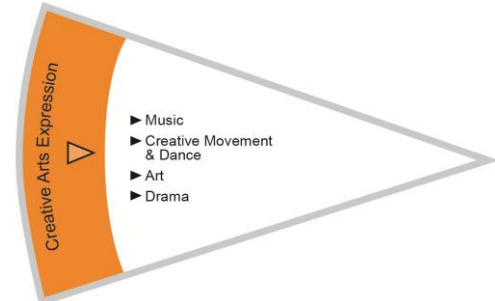
## ESSENTIAL SKILLS- CONCEPTUAL TIES MAPPING CHART

**The following pages contain an examination of the items beginning assessed in during the Kindergarten Assessment for the 2013-2014 school year and its direct relationship with Essential Skills**

- The first column (from left to right), in alphabetical order, provides a list of the Head Start Child Development and Early Learning Framework (ELF, 2010) Domains, which includes graphic representation of the Framework. The ELF (2010) was adopted as Oregon’s early learning standards for children age’s three to five in 2012.
- The second column (from left to right) provides the ELF (2010) Domain Element with a description of the measured skill; Domain Elements being assessed in the OKA 2013-14 are indicated with color highlighting, which appears as gray shading in the black and white prints.
- Finally, the third column (from left to right) provides a direct conceptual tie between the ELF (2010) Domain Elements and the Essential Skills.
  - \*Note: the term “text” includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats.
  - If blank, there was an indirect tie between the Domain Element and Essential Skill.

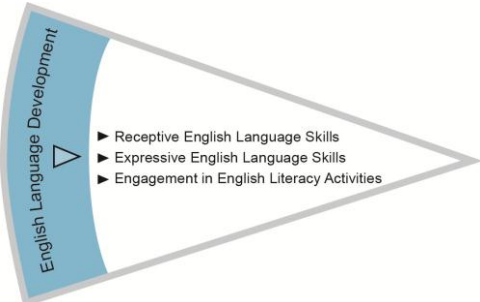
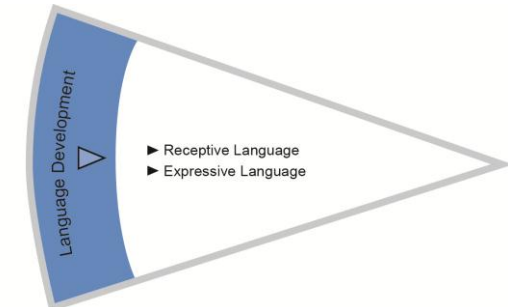
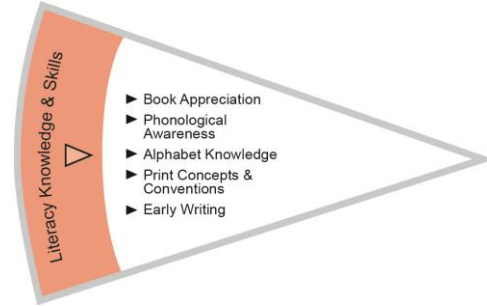
<sup>1</sup>As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon’s early learning standards for children ages three to five.

<sup>2</sup>Essential Skills are proficiencies students should be developing across grades K-12 (Oregon State Board of Education adopted Essential Skills in June 2008). The Essential skills add meaning to the high school diploma and assessment is required by OAR 581-22-0165.

| <b>The Head Start Child Development and Early Learning Framework (ELF, 2010)<br/>by Domain<sup>1</sup></b>                 | <b>All Domain Elements Included in the ELF (2010)<sup>1</sup></b><br><i>(Domain Elements being assessed in the OKA 2013-14 are indicated with color highlighting, which appears as gray shading in the black and white prints)</i>   | <b>Essential Skills for which the ELF (2010)<sup>2</sup><br/>Domain Element provide preparation</b>   |
|--|--|---|
| <p><b>Approaches to Learning</b></p>      | <p>➤ <b>Initiative &amp; Curiosity:</b> An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p> <p>➤ <b>Persistence &amp; Attentiveness:</b> The ability to begin and finish activities with persistence and attention.</p> <p>➤ <b>Cooperation:</b> An interest and engagement in group experiences.</p>  | <p><b>9. Demonstrate personal management and teamwork skills</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively and productively in work teams to identify and solve problems.</li> <li>• Display initiative and demonstrate respect for other team members to complete tasks.</li> <li>• Plan, organize, and complete assigned tasks accurately and on time.</li> <li>• Exhibit work ethic and performance, including the ability to be responsible and dependable.</li> </ul> <p><b>9. Demonstrate personal management and teamwork skills</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively and productively in work teams to identify and solve problems.</li> <li>• Display initiative and demonstrate respect for other team members to complete tasks.</li> <li>• Plan, organize, and complete assigned tasks accurately and on time.</li> <li>• Exhibit work ethic and performance, including the ability to be responsible and dependable.</li> </ul> |
| <p><b>Creative Arts Expression</b></p>  | <p>➤ <b>Music:</b> The use of voice and instruments to create sound.</p> <p>➤ <b>Creative Movement &amp; Dance:</b> The use of the body to move to music and express oneself.</p> <p>➤ <b>Art:</b> The use of a range of media and materials to create drawings, pictures, or other objects.</p> <p>➤ <b>Drama:</b> The portrayal of events, characters, or stories through acting and using props and language.</p> | <p>Appendix E   2</p>   |

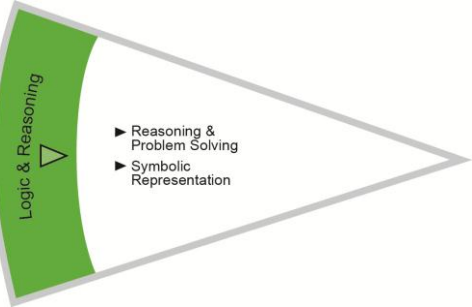
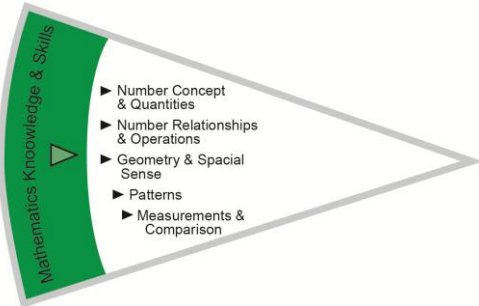
<sup>1</sup>As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

<sup>2</sup>Essential Skills are proficiencies students should be developing across grades K-12 (Oregon State Board of Education adopted Essential Skills in June 2008). The Essential skills add meaning to the high school diploma and assessment is required by OAR 581-22-0165.

| <b>The Head Start Child Development and Early Learning Framework (ELF, 2010) by Domain<sup>1</sup></b>                            | <b>All Domain Elements Included in the ELF (2010)<sup>1</sup></b><br><i>(Domain Elements being assessed in the OKA 2013-14 are indicated with color highlighting, which appears as gray shading in the black and white prints)</i>  | <b>Essential Skills for which the ELF (2010)<sup>2</sup> Domain Element provide preparation</b>   |
|---|---|---|
| <b>English Language Development</b><br><br>      | <ul style="list-style-type: none"> <li>➤ <b>Receptive English Language Skills:</b> The ability to comprehend or understand the English Language.</li> <li>➤ <b>Expressive English Language Skills:</b> The ability to speak or use English.</li> <li>➤ <b>Engagement in English Literacy Activities:</b> Understanding of responding to books, storytelling, and songs presented in English.</li> </ul>   | <b>1. Read and comprehend a variety of text*</b> <ul style="list-style-type: none"> <li>• Demonstrate the ability to read and understand text.*</li> <li>• Summarize and critically analyze key points of text,* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.</li> <li>• Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.</li> <li>• Follow instructions from informational or technical text* to perform a task, answer questions, and solve problems.</li> </ul> <p>*Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats</p> |
| <b>Language Development</b><br><br>             | <ul style="list-style-type: none"> <li>➤ <b>Receptive Language:</b> The ability to comprehend or understand language.</li> <li>➤ <b>Expressive Language:</b> The ability to use language.</li> </ul>  | <b>2. Write clearly and accurately</b> <ul style="list-style-type: none"> <li>• Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.</li> <li>• Develop organized, well-reasoned, supported, and focused communications.</li> <li>• Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.</li> <li>• Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.</li> </ul>  |
| <b>Literacy Knowledge &amp; Skills</b><br><br> | <ul style="list-style-type: none"> <li>➤ <b>Book Appreciation:</b> The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</li> <li>➤ <b>Phonological Awareness:</b> An awareness that language can be broken into words, syllables, and smaller pieces of sound</li> <li>➤ <b>Alphabet Knowledge:</b> The names and sounds associated with letters.</li> <li>➤ <b>Print Concepts &amp; Conventions:</b> The concepts about print and early decoding (identifying letter-sound relationships)</li> <li>➤ <b>Early Writing:</b> The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</li> </ul> | <b>4. Listen actively and speak clearly and coherently</b> <ul style="list-style-type: none"> <li>• Listen actively to understand verbal and non-verbal communication.</li> <li>• Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.</li> <li>• Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.</li> <li>• Use language appropriate to particular audiences and contexts.</li> </ul>   |

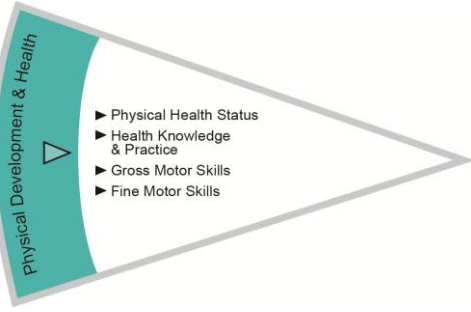
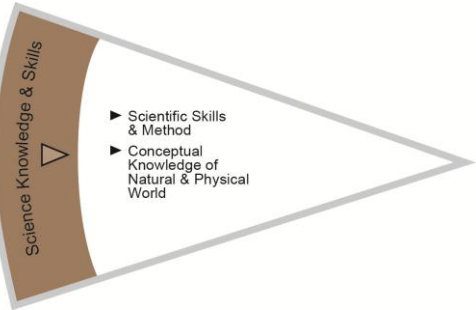
<sup>1</sup>As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

<sup>2</sup>Essential Skills are proficiencies students should be developing across grades K-12 (Oregon State Board of Education adopted Essential Skills in June 2008). The Essential skills add meaning to the high school diploma and assessment is required by OAR 581-22-0165.

| <b>The Head Start Child Development and Early Learning Framework (ELF, 2010) by Domain<sup>1</sup></b>  | <b>All Domain Elements Included in the ELF (2010)<sup>1</sup></b><br><i>(Domain Elements being assessed in the OKA 2013-14 are indicated with color highlighting, which appears as gray shading in the black and white prints)</i>  | <b>Essential Skills for which the ELF (2010) Domain Element provide preparation<sup>2</sup></b>   |
|---|---|---|
| <p style="text-align: center;"><b>Logic &amp; Reasoning</b></p>                | <p>➤ <b>Reasoning &amp; Problem Solving:</b> The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> <p>➤ <b>Symbolic Representation:</b> The use of symbols or objects to represent something else.</p>  | <p><b>3. Apply mathematics in a variety of settings</b></p> <ul style="list-style-type: none"> <li>• Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.</li> <li>• Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.</li> <li>• Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.</li> </ul> <p><b>5. Think critically and analytically</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon.</li> <li>• Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon.</li> <li>• Gather, question and evaluate the quality of information from multiple primary and secondary sources.</li> <li>• Propose defensible conclusions that address multiple and diverse perspectives.</li> <li>• Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.</li> </ul> |
| <p style="text-align: center;"><b>Mathematic Knowledge &amp; Skills</b></p>  | <p>➤ <b>Number Concepts &amp; Quantities:</b> The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</p> <p>➤ <b>Number Relationships &amp; Operations:</b> The use of numbers to describe relationships and solve problems.</p> <p>➤ <b>Geometry &amp; Spatial Sense:</b> The understanding of shapes, their properties, and how objects are related to one another.</p> <p>➤ <b>Patterns:</b> The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p> <p>➤ <b>Measurement &amp; Comparison:</b> The understanding of attributes and relative properties of objects as related to size, capacity, and area</p> | <p><b>3. Apply mathematics in a variety of settings</b></p> <ul style="list-style-type: none"> <li>• Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.</li> <li>• Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.</li> <li>• Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.</li> </ul>   |

<sup>1</sup>As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

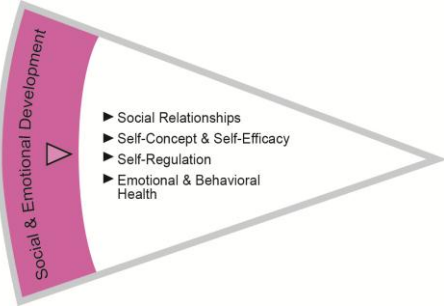
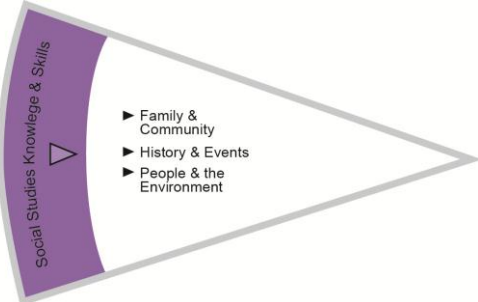
<sup>2</sup>Essential Skills are proficiencies students should be developing across grades K-12 (Oregon State Board of Education adopted Essential Skills in June 2008). The Essential skills add meaning to the high school diploma and assessment is required by OAR 581-22-0165.

| <b>The Head Start Child Development and Early Learning Framework (ELF, 2010) by Domain <sup>1</sup></b>                           | <b>All Domain Elements Included in the ELF (2010) <sup>1</sup></b><br><i>(Domain Elements being assessed in the OKA 2013-14 are indicated with color highlighting, which appears as gray shading in the black and white prints)</i>  | <b>Essential Skills for which the ELF (2010) <sup>2</sup> Domain Element provide preparation</b>  |
|---|--|---|
| <p><b>Physical Development &amp; Health</b></p>  | <ul style="list-style-type: none"> <li>➤ <b>Physical Health Status:</b> The maintenance of healthy and age appropriate physical well-being.</li> <li>➤ <b>Health Knowledge &amp; Practice:</b> The understanding of healthy and safe habits and practicing healthy habits.</li> <li>➤ <b>Gross Motor Skills:</b> The control of large muscles for movement, navigation, and balance.</li> <li>➤ <b>Fine Motor Skills:</b> The control of small muscles for such purposes as using utensils self-care, building, and exploring</li> </ul> |   |
| <p><b>Science Knowledge &amp; Skills</b></p>    | <ul style="list-style-type: none"> <li>➤ <b>Scientific Skills &amp; Method:</b> The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</li> <li>➤ <b>Conceptual Knowledge of the Natural &amp; Physical World:</b> The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally- occurring relationships.</li> </ul>   | <p><b>5. Think critically and analytically</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon.</li> <li>• Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon.</li> <li>• Gather, question and evaluate the quality of information from multiple primary and secondary sources.</li> <li>• Propose defensible conclusions that address multiple and diverse perspectives.</li> <li>• Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.</li> </ul> |

<sup>1</sup>As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

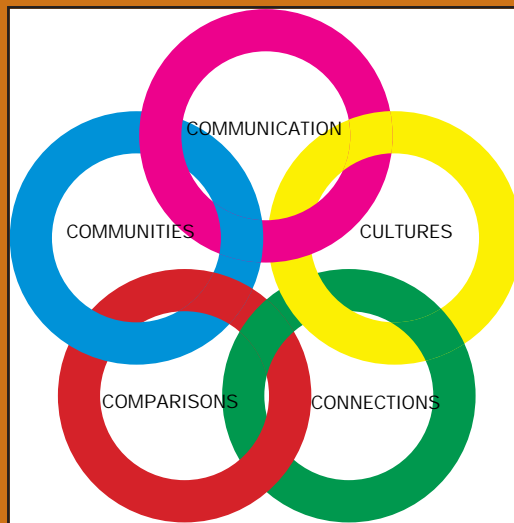
<sup>2</sup>Essential Skills are proficiencies students should be developing across grades K-12 (Oregon State Board of Education adopted Essential Skills in June 2008). The Essential skills add meaning to the high school diploma and assessment is required by OAR 581-22-0165.



| <b>The Head Start Child Development and Early Learning Framework (ELF, 2010) by Domain <sup>1</sup></b>                                | <b>All Domain Elements Included in the ELF (2010) <sup>1</sup></b><br><i>(Domain Elements being assessed in the OKA 2013-14 are indicated with color highlighting, which appears as gray shading in the black and white prints)</i>   | <b>Essential Skills for which the ELF (2010) Domain Element provide preparation <sup>2</sup></b>   |
|--|---|--|
| <b>Social &amp; Emotional Development</b><br><br>     | <ul style="list-style-type: none"> <li>➤ <b>Social Relationships:</b> The healthy relationships and interactions with adults and peers.</li> <li>➤ <b>Self-Concept &amp; Self-Efficacy:</b> The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</li> <li>➤ <b>Self-Regulation:</b> The ability to recognize and regulate emotions, attention, impulses, and behavior.</li> <li>➤ <b>Emotional &amp; Behavioral Health:</b> A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</li> </ul> | <p><b>4. Listen actively and speak clearly and coherently</b></p> <ul style="list-style-type: none"> <li>• Listen actively to understand verbal and non-verbal communication.</li> <li>• Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.</li> <li>• Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.</li> <li>• Use language appropriate to particular audiences and contexts.</li> </ul> <p><b>9. Demonstrate personal management and teamwork skills</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively and productively in work teams to identify and solve problems.</li> <li>• Display initiative and demonstrate respect for other team members to complete tasks.</li> <li>• Plan, organize, and complete assigned tasks accurately and on time.</li> <li>• Exhibit work ethic and performance, including the ability to be responsible and dependable.</li> </ul> |
| <b>Social Studies Knowledge &amp; Skills</b><br><br> | <ul style="list-style-type: none"> <li>➤ <b>Self, Family &amp; Community:</b> The understanding of ones' relationship to the family and community, roles in the family and community, and respect for diversity.</li> <li>➤ <b>People &amp; The Environment:</b> The understanding of relationship between people and the environment in which they live.</li> <li>➤ <b>History &amp; Events:</b> The understanding that events happen in the past and how these events relates to one's self, family, and community.</li> </ul>  | <p><b>7. Demonstrate civic and community engagement</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.</li> <li>• Perform the civic and community responsibilities essential to living in a representative democracy.</li> </ul> <p><b>8. Demonstrate global literacy</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.</li> <li>• Apply a global perspective to analyze contemporary and historical issues.</li> </ul>   |

<sup>1</sup>As per House Bill 4165, passed by Oregon Legislature in 2012, The Head Start Child Development and Early Learning Framework has been adopted as Oregon's early learning standards for children ages three to five.

<sup>2</sup>Essential Skills are proficiencies students should be developing across grades K-12 (Oregon State Board of Education adopted Essential Skills in June 2008). The Essential skills add meaning to the high school diploma and assessment is required by OAR 581-22-0165.



---

# STANDARDS FOR FOREIGN LANGUAGE LEARNING

Preparing for the 21st Century

*Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.*

Statement of Philosophy  
*Standards for Foreign Language Learning*

In 1993, a coalition of four national language organizations (the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese) received funding to develop standards for foreign language education, grades K-12.

This was the seventh and final subject area to receive federal support to develop national standards as part of the Bush Administration's America 2000 education initiative, which

continued under Goals 2000 in the Clinton Administration. An eleven-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, was appointed to undertake the task of defining *content standards*—what students should know and be able to do—in foreign language education. At each stage of development, the task force shared its work with the broader profession and the public at large. The resulting document represents an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of foreign language instruction in American education.

The standards do not describe the current status of foreign language education in this country. While they reflect the best instructional practice, they do not describe what is being attained by the majority of foreign language students. *The Standards for Foreign Language Learning* will not be achieved overnight; rather, they provide a gauge against which to measure improvement in the years to come.

The standards are not a curriculum guide. While they suggest the types of curricular experiences needed to enable students to achieve the standards, and support the ideal of extended sequences of study that begin in the elementary grades and continue through high school and beyond, they do not describe specific course content, nor recommended sequence of study. They must be used in conjunction with state and local standards and curriculum frameworks to determine the best approaches and reasonable expectations for the students in individual districts and schools.

The purposes and uses of foreign languages are as diverse as the students who study them. Some students study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who master multiple languages. Still others seek greater understanding of other people and other cultures. Many approach foreign language study, as they do other courses, simply to fulfill a graduation requirement. Regardless of the reason for study, foreign languages have something to offer everyone. It is with this philosophy in mind that the standards task force identified five goal areas that encompass all of these reasons: *Communication*, *Cultures*, *Connections*, *Comparisons*, and *Communities*—the five C’s of foreign language education.

*Communication* is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through *comparisons* and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways.

### *“Knowing how, when, and why to say what to whom”*

All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is *communication*, which also highlights the *why*, the *whom*, and the *when*. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today’s foreign language classroom.

## *The Five C’s of Foreign Language Education*

### *Communication*

### *Cultures*

### *Connections*

### *Comparisons*

### *Communities*

# *Standards for Foreign Language Learning*

## *Communication*

*Communicate in Languages  
Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## *Cultures*

*Gain Knowledge and  
Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## *Connections*

*Connect with Other Disciplines and  
Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## *Comparisons*

*Develop Insight into the Nature of  
Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## *Communities*

*Participate in Multilingual Communities  
at Home & Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

*Following is an abbreviated sample of the goals, standards, and progress indicators for grades four, eight, and twelve as they appear in “Standards for Foreign Language Learning: Preparing for the 21st Century.”*

## COMMUNICATION

### **1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

This standard focuses on interpersonal communication, that is, direct oral or written communication between individuals who are in personal contact. In most modern languages, students can quite quickly learn a number of phrases that will permit them to interact with each other. In the course of their study, they will grow in their ability to converse in a culturally appropriate manner.

#### Sample Progress Indicators

Grade 4: Students ask and answer questions about such things as family, school events, and celebrations in person or via letters, e-mail, or audio and video tapes.

Grade 8: Students exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.

Grade 12: Students exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

### **1.2 Students understand and interpret written and spoken language on a variety of topics.**

Standard 1.2 involves one-way listening and reading in which the learner works with a variety of print and non-print materials. The context in which the language is experienced and the ability to control what they hear and read may impact students' development of comprehension. As a result, the ability to read may develop before the ability to comprehend rapid spoken language. In addition, content knowledge will often affect successful comprehension, for students understand more easily materials that reflect their interests or for which they have some background.

#### Sample Progress Indicators

Grade 4: Students comprehend the main idea of developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.

Grade 8: Students use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages.

Grade 12: Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers and writers of the target language in formal and informal settings.

### **1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. Students with little or no previous language experience are likely to produce written and spoken language that will contain a variety of learned patterns or will look like English with words in the other language. This is a natural process and, over time, they begin to acquire authentic patterns and to use appropriate styles. By contrast, home-background students will write in ways that closely resemble the spoken language. Moreover, they will control informal oral styles. Over time these learners will develop the ability to write and speak using more formal styles.

#### Sample Progress Indicators

Grade 4: Students prepare illustrated stories about activities or events in their environment and share with an audience such as the class.

Grade 8: Students prepare tape or video recorded messages to share locally or with school peers and/or members of the target cultures on topics of personal interest.

Grade 12: Students prepare a research-based analysis of a current event from the perspective of both the U.S. and target cultures.



## CULTURES

### 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

This standard focuses on the *practices* that are derived from the traditional ideas and attitudes (*perspectives*) of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social “pecking order,” and the use of space. In short, they represent the knowledge of “*what to do when and where*.”

### 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

This standard focuses on the *products* of the culture studied and on how they reflect the perspectives of the culture. Products may be tangible (e.g., a painting, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural practices involve the use of that product.

## CONNECTIONS

### 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day, so too can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture. Foreign language instruction thus becomes a means to expand and deepen students’ understanding of, and exposure to, other areas of knowledge. The new information and concepts presented in one class become the basis of continued learning in the foreign language classroom.

### 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication, students are able to broaden the sources of information available to them. They have a “new window on the world.” At the early levels of language learning, students can begin to examine a variety of sources intended for native speakers, and extract specific information. As they become more proficient users of the foreign language, they can seek out materials of interest to them, analyze the content, compare it to information available in their own language, and assess the linguistic and cultural differences.

## COMPARISONS

### 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students’ ability to examine English and to develop hypotheses about the structure and use of languages. From the earliest language learning experiences, students can compare and contrast the two languages as different elements are presented. Activities can be systematically integrated into instruction that will assist students in gaining understanding and in developing their abilities to think critically about how languages work.

### 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar and different from their own culture, and they develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others may not. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

## COMMUNITIES

### 5.1 Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

### 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Each day millions of Americans spend leisure time reading, listening to music, viewing films and television programs, and interacting with each other. By developing a certain level of comfort with their new language, students can use these skills to access information as they continue to learn throughout their lives. Students who study a language can use their skills to further enrich their personal lives by accessing various entertainment and information sources available to speakers of the language. Some students may have the opportunity to travel to communities and countries where the language is used extensively and, through this experience, further develop their language skills and understanding of the culture.

## SAMPLE LEARNING SCENARIO: NEWSCAST

### Standards Targeted

- 1.1 *Interpersonal Communication*
- 1.3 *Presentational Communication*
- 2.1 *Practices of Culture*
- 3.1 *Furthering Connections*
- 5.1 *School and Community*
- 5.2 *Life-long Learning*

### Description

In the Spanish II class in Williamston High School, a small, rural community in Michigan, students worked in groups to write, produce, and videotape a fifteen-to-twenty minute Spanish language news show that included news events; a live, from-the-scene report; weather; sports; and commercials. The news events included items from the Spanish-speaking world, the United States, the state, and local areas.

### Reflection

- 1.1—Students work cooperatively in groups using the language to produce the newscast.
- 1.3—Students produce the newscast in the language studied.
- 2.1—Students present news stories that reflect a perspective from the culture studied.
- 3.1—Students develop news items on a variety of topics.
- 5.1—Students use the language in the classroom.
- 5.2—Students develop insights necessary for media literacy.

If the students were asked to view taped newscasts and commercials from two Spanish speaking countries and use them as models for their project, an emphasis could be placed on Standards 1.2 and 4.1 (in preparing for the project, students view newscasts and compare and contrast language styles) and Standard 4.2 (students note cultural similarities and differences in the videotapes they viewed). This type of preparation for the project would also provide the opportunity to target Standard 2.2 with students analyzing a product of the culture studied. This scenario could be applied to any language at a variety of levels.



## SAMPLE LEARNING SCENARIO : CHINESE CALENDAR

### Targeted Standards

1.2 *Interpretive Communication*

2.2 *Products of Culture*

4.2 *Culture Comparisons*

### Description

In Ms. Chen-Lin's Chinese class in West Hartford, CT, eighth graders are learning about the Chinese calendar. Students listen to the folkloric tale of how the years got their names, which the teacher explains using story cards. The students then use artistic expression to

recall the details of the story by making posters that announce the race of the twelve animals in the story. They are encouraged to include on their poster the date, time, location, and prize in Chinese. On the next day, the class explores the importance of a calendar in the students' own culture and in others. The students discuss the differences found in the Chinese and American calendars. They then make a calendar using Chinese characters to be used in their homes. They include birthdays, family celebrations, school activities, and other special events.

### Reflection

1.2—Students comprehend the story of the Chinese calendar told in the target language

2.2—Students read about and discuss products of the culture

4.2—Students compare and contrast products found in the two cultures.

In this activity, the students understand the calendar explanation more easily because the teacher accompanies the story with visuals. The use of artistic expression to check for their understanding allows students with various learning styles to be successful in showing what they understood from the story. The follow-up discussion helps students reflect on the importance of a calendar within a culture and the role that the calendar plays in American culture.

### *National Standards in Foreign Language Education*

*a collaborative project of ACTFL, AATF, AATG, AATI, AATSP, ACL/APA, ACTR, CLASS/CLTA, & NCSTJ/ATJ*

c/o American Council on the Teaching of Foreign Languages, Inc.

700 S. Washington St., Suite 210

Alexandria, VA 22314

## THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Promoting Positive Outcomes in Early Childhood Programs  
Serving Children 3–5 Years Old



U.S. Department of Health  
and Human Services  
Administration for Children  
and Families  
Office of Head Start



This document was prepared under Contract no. HHSP233201000415G of the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, by the Head Start Resource Center, 1000 Wilson Blvd., Suite 1000, Arlington, VA 22209.



## DEPARTMENT OF HEALTH & HUMAN SERVICES

---

**ADMINISTRATION FOR CHILDREN AND FAMILIES**  
Office of Head Start  
1250 Maryland Avenue, SW  
8th Floor  
Washington, DC 20024

December 2010

Dear Head Start Colleague,

I am pleased to share this revision of the Head Start Child Outcomes Framework, renamed The Head Start Child Development and Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old. The changes to the revised Framework are designed to provide more clarity to the domains and domain elements of the original Framework and do not create new requirements for Head Start grantees.

The original Framework, published in 2000, was a groundbreaking document reflecting early childhood research at the time, as well as requirements of the 1998 Head Start Act. Its release created a wave of activity that focused Head Start grantees on key elements of school readiness and moved many states to develop early learning standards that mirrored elements of the Framework.

The early childhood field has changed dramatically. The population of children served by Head Start and other early childhood programs continues to grow more diverse. New research has improved our understanding of school readiness, and the Improving Head Start for School Readiness Act of 2007 has increased the Framework's role in Head Start programs. In addition, almost every state now has early learning standards. Also, new reporting systems have emerged at the state level and through the Office of Special Education Programs (OSEP) within the U.S. Department of Education. The Framework is revised in light of these realities.

We expect the revised Framework to be used by programs in curriculum and assessment decisions just as the original Framework was intended to be used. It should also continue to be used to connect child assessment data to aspects of Head Start program design, including school readiness goals consistent with state and local expectations, if appropriate. Additionally, we expect it will guide the collection of child assessment data for other early childhood reporting systems, if locally required. When used in these ways, the revised Framework will provide data for program self-assessment and promote continuous quality improvement in programs and child well-being and success.

The Office of Head Start is pleased to lead the field with this work. We hope that the revised Framework will continue to guide all programs serving 3 to 5 year old children, including children who are dual language learners and children with disabilities, on the key elements of school readiness.

Thank you for the work you do every day for children and families.

Sincerely,

/ Yvette Sanchez Fuentes /

Yvette Sanchez Fuentes  
Director  
Office of Head Start



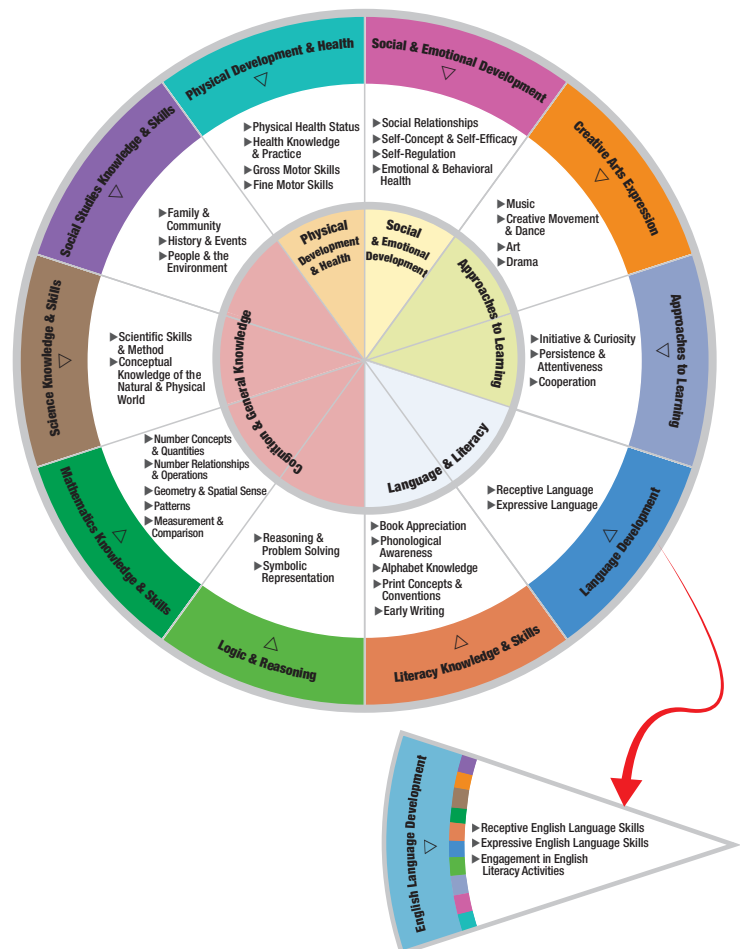




## THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

### Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old

*The Head Start Child Development and Early Learning Framework* provides Head Start and other early childhood programs with a description of the developmental building blocks that are most important for a child’s school and long-term success. Head Start children, 3 to 5 years old, are expected to progress in all the areas of child development and early learning outlined by the Framework. Head Start programs also are expected to develop and implement a program that ensures such progress is made. The Framework is not appropriate for programs serving infants and toddlers. (The Framework appears below and full-size on page 6.)



## THE ROLE OF THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK IN HEAD START PROGRAMS

The Framework outlines the essential areas of development and learning that are to be used by Head Start programs to establish school readiness goals for their children, monitor children's progress, align curricula, and conduct program planning. It does not provide specific benchmarks or levels of accomplishment for children to achieve during their time in Head Start.

The Framework reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007 and current research in child development and learning. The Framework also reflects Head Start's core value to promote all aspects of child development and learning in early childhood programs.

This Framework is a revision of the *Head Start Child Outcomes Framework* that was issued in 2000. The original Framework was created to guide programs in curriculum implementation and the ongoing assessment of children's progress. However, the Head Start Act of 2007 makes the Framework significantly more prominent in the operations of programs serving 3 to 5 year olds. The Act requires programs to align program goals and school readiness goals for children to the Framework. Also, their curricula, assessments, and professional development activities are to align with the Framework. In this new context, the elements of the Framework act as beacons that guide all key aspects of Head Start program implementation.



## WHAT IS INCLUDED IN THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK?

The Framework is organized into 11 **Domains**, 37 **Domain Elements**, and over 100 **Examples**. The domains and domain elements are organized in a similar way to the original Framework to facilitate a transition to the revised one.

The organization of the Framework into domains and domain elements does not imply that Head Start programs are to compartmentalize learning or learning activities, or organize the daily schedule by the specific domains. Head Start programs are to address the domains in an integrated way, using intentional instruction and scaffolded learning throughout the day. For example, dramatic play can promote language development, literacy, and math skills. And children can learn about science and social studies concepts through literacy activities, as well as through creative arts and outdoor play.

### The Domains

The 11 **Domains** represent the overarching areas of child development and early learning essential for school and long-term success. The eight domains of the original Framework, listed below, are retained and in some cases renamed. The domains in the revised Framework are:

- △ Physical Development & Health
- △ Social & Emotional Development
- △ Approaches to Learning
- △ Language Development
- △ Literacy Knowledge & Skills
- △ Mathematics Knowledge & Skills
- △ Science Knowledge & Skills
- △ Creative Arts Expression

Three additional domains have been added:

- △ Logic & Reasoning
- △ Social Studies Knowledge & Skills
- △ English Language Development

While 10 of the 11 domains apply to all children, one domain—English Language Development—applies only to children who speak a language other than English at home, also referred to as children who are dual language learners.

In the Framework, each domain begins with a short definition and an explanation of why the domain is important for children’s development and learning. Figure 1 on page 6 represents all the domains, indicating that they are interrelated and represent the “whole child.”

### The Domain Elements

Each domain includes **Domain Elements** that more specifically define its components. The domain of Science Knowledge & Skills, for example, is composed of two domain elements: Scientific Skills & Method and Conceptual Knowledge of the Natural & Physical World. The domain elements included in the original Framework have been revised, and domain elements have been created for the new domains.

The areas of child development and early learning included in the Framework are developmentally appropriate across the 3 to 5 year old age range. Children’s knowledge and skills within a domain element will vary by age. For example, a 3-year-old’s early writing ability may be demonstrated by scribbles and letter-like forms, whereas a 5-year-old nearing kindergarten may be writing letters, his or her name, and short words.

Additionally, within any age group, children will show variation in their abilities and skills. Some

4-year-olds may be making letter-like forms and others writing their names. Head Start programs can expect progress within each domain element, recognizing that the rate of progress and the form it takes will vary depending on factors that affect individual children.

Finally, a number of domain elements in the Framework are closely associated with executive function. Although there is not a standard definition, executive function in young children is used to describe cognitive processes that support a child’s ability to regulate attention and behavior and in turn, develop greater social, emotional, and cognitive competence. Executive function is believed to include inhibitory control (the ability to regulate attention and emotion), working memory (the ability to hold and manipulate information in the mind), and cognitive flexibility (the ability to shift attention and modify responses based on new situations and information).

The development of executive function lays the foundation for adaptive, goal-directed thinking and behavior that enables children to override more automatic or impulsive actions and reactions. Research suggests that executive function is strongly correlated with positive developmental and academic outcomes. The Framework does not include a separate executive function domain. However, several domain elements, such as self-regulation and attention, are closely related to executive function. Most domain elements include behaviors or skills that are affected by a child’s executive functioning.



### The Examples

Finally, a number of **Examples** are included under each domain element to provide more information about the key knowledge, behaviors,



or skills within each element. The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are *not* to be used to assess the progress of children on the domain elements. The Framework is not a checklist to evaluate a child's development and learning. Rather, the Framework guides the choice of assessment instruments and serves as a way to organize the data collected from those instruments.



## THE ROLE OF THE FRAMEWORK IN CURRICULUM DECISIONS

A Head Start program needs to make curriculum decisions that take into account a number of factors. A program is required to use a curriculum that is developmentally appropriate, research-based, and aligned to the Framework. Given that the Framework addresses all areas of child development and learning, the requirement to align is meant to ensure that Head Start programming is not narrowly focused on certain domains, or that lesser attention is paid to some domains. In fact, programs may find that curriculum adaptations or additional curricula are necessary to address all the domains or to be culturally and linguistically responsive to children, families, and communities.

Teaching needs to be intentional and focus on how preschool children learn. Investigation and exploration; purposeful, engaged play; and intentional, scaffolded instruction based on the developmental level of each child are essential elements of appropriate practice in Head Start programs. Programs conduct ongoing child assessment throughout the year to determine if instructional strategies need to be adapted to meet children's specific needs.

## THE ROLE OF THE FRAMEWORK IN ASSESSMENT DECISIONS

Programs are required to choose child assessment instruments that are reliable and valid; developmentally, linguistically, and culturally appropriate for the population served; and aligned with the Framework.

Programs utilize the Framework in determining which child assessment instruments to use and which types of child data to collect. The Framework serves as a lens for analyzing data in order to understand child progress and to identify areas that need additional resources and attention. Multiple assessment tools or procedures may be needed to fully understand children's progress across all areas of child development and early learning.

## USING THE FRAMEWORK TO SUPPORT THE DEVELOPMENT AND LEARNING OF CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

Children who speak a language other than English at home—recognized as dual language learners (DLLs)—represent a significant proportion of the children served in Head Start. Programs use the Framework to guide curriculum, assessment, and other programming decisions, keeping in mind that they are serving children who need to continue to develop their first language while they acquire English. Programs are to ensure that children who are DLLs progress on each of the domain elements in the Framework. Also, programs are to ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language.

At the same time, Head Start programs need

to promote the acquisition of English for children who are DLLs. The domain of English Language Development applies only to these children and contains domain elements that focus on their receptive and expressive language skills and their participation in literacy activities. Children's progress in learning English will vary depending upon their past and current exposure to English, their temperament, their age, and other factors.

Finally, when assessing children who are DLLs, staff needs to understand that the purpose of assessment is to learn what a child knows and is able to do. With the exception of assessing a child's English language development, assessment does not depend on a child's understanding or speaking abilities in English, but on the specific knowledge, skills, or abilities that the assessment measures. For example, a child can demonstrate an understanding of book knowledge or science concepts in the home language. Assessing a child who is a DLL only in English will rarely give an accurate or complete picture of what the child knows or can do.

Programs need to choose assessment instruments, methods, and procedures that use the language or languages that most accurately reveal each child's knowledge, skills, and abilities. The assessment data gathered in the home language can be used to inform instructional practices and curriculum decisions to maximize the child's learning. Programs are to use culturally and linguistically appropriate assessments to capture what children who are DLLs know and can do in all areas of the Framework.

## USING THE FRAMEWORK TO SUPPORT CHILD DEVELOPMENT AND EARLY LEARNING OF CHILDREN WITH DISABILITIES

The Framework is designed to support the development and learning of children with disabilities. Programs are to use the Framework to support the development of a child's Individualized Education Program (IEP) and to guide the assessment of the child's progress.

Developing the IEP is done in close collaboration with the special educators and related service providers identified on the IEP. Some children may need more individualized or intensive instruction in order to make progress on the domain elements in the Framework. Some may require accommodations in the

environment or adaptive or assistive technology in order to participate in learning experiences that promote progress.

Staff needs to understand that children with disabilities can demonstrate what they know and can do in various ways. Children can make use of individual modifications or assistive technology while being assessed. In some cases, an assessment instrument may not be sensitive enough to detect small changes in development and learning, and the child may not appear to be making progress on a specific domain element. It is important to document small, incremental progress that may not be reflected on a particular assessment instrument. By monitoring the progress of children with disabilities, programs can decide if different or more intensive learning experiences and adaptations are needed.

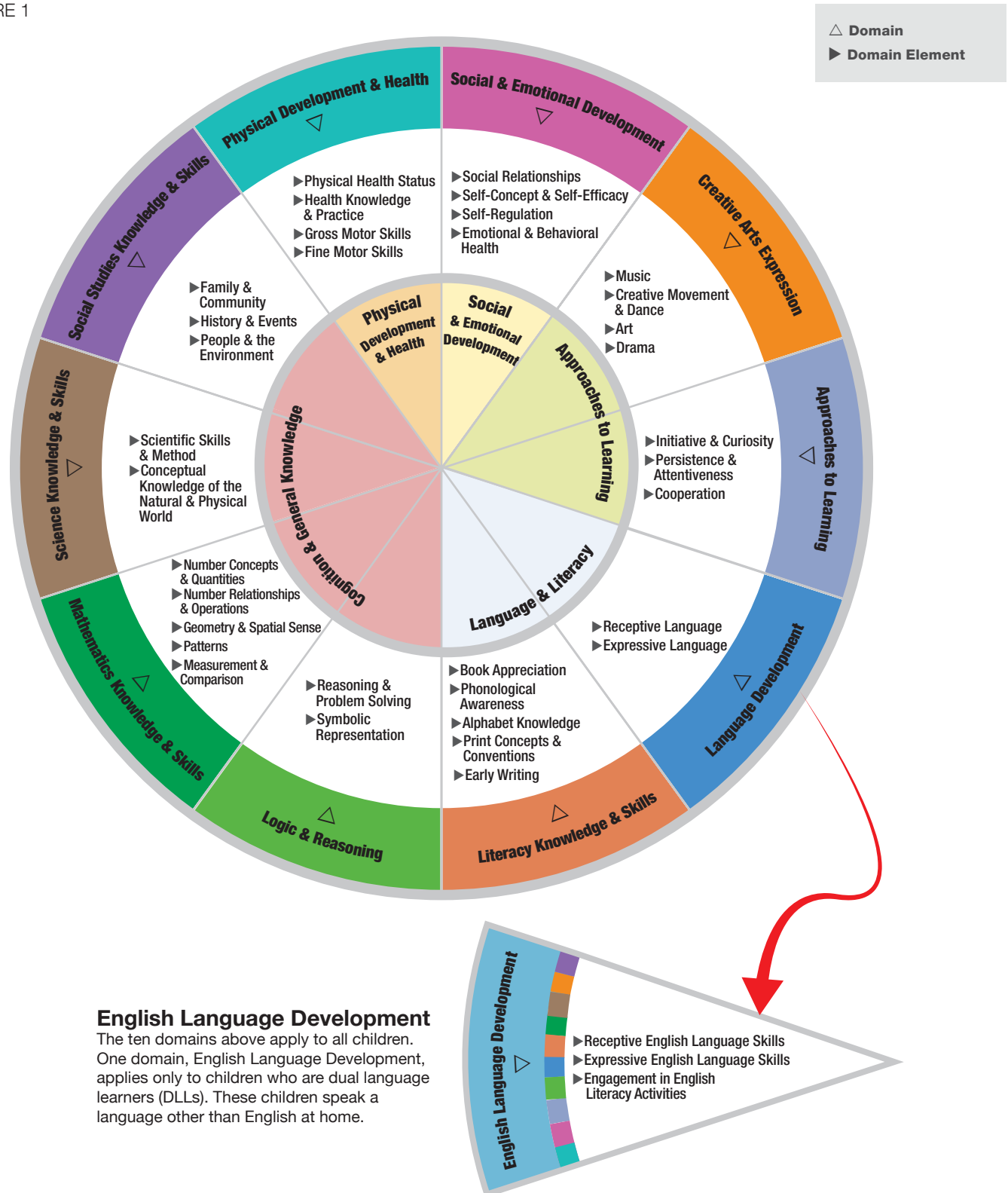


# The Head Start Child Development and Early Learning Framework

## Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old

The *Framework* represents the foundation of the Head Start Approach to School Readiness. It aligns with and builds from the five essential domains of school readiness identified by the National Education Goals Panel (see inner circle) and lays out essential areas of learning and development. The *Framework* can be used to guide curriculum, implementation, and assessment to plan teaching and learning experiences that align to school readiness goals and track children's progress across developmental domains. The domains  $\triangle$  and domain elements  $\blacktriangleright$  apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities.

FIGURE 1



# △ PHYSICAL DEVELOPMENT & HEALTH

**Physical Development & Health** refers to physical well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices. Early health habits lay the foundation for lifelong healthy living. Equally important, physical well-being, health, and motor development are foundational to young children’s learning. Motor skills permit children to fully explore and function in their environment, and support development in all other domains. Health problems, delays in physical development, and frequent illnesses interfere with children’s ability to learn and are associated with a range of poor developmental and educational outcomes. In the domain of Physical Development & Health, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

The domain elements for Physical Health & Development for 3 to 5 year olds are:

## ► PHYSICAL HEALTH STATUS

The maintenance of healthy and age appropriate physical well-being.

- Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.
- Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.
- Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.
- Gets sufficient rest and exercise to support healthy development.

## ► HEALTH KNOWLEDGE & PRACTICE

The understanding of healthy and safe habits and practicing healthy habits.

- Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.
- Communicates an understanding of the importance of health and safety routines and rules.
- Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
- Distinguishes food on a continuum from most healthy to less healthy.
- Eats a variety of nutritious foods.
- Participates in structured and unstructured physical activities.
- Recognizes the importance of doctor and dentist visits.
- Cooperates during doctor and dentist visits and health and developmental screenings.

...Continued on next page

# △ PHYSICAL DEVELOPMENT & HEALTH

...Continued from previous page

## ► GROSS MOTOR SKILLS

The control of large muscles for movement, navigation, and balance.

- Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.
- Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.
- Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.

## ► FINE MOTOR SKILLS

The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

- Develops hand strength and dexterity.
- Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.
- Manipulates a range of objects, such as blocks or books.
- Manipulates writing, drawing, and art tools.



# △ SOCIAL & EMOTIONAL DEVELOPMENT

**Social & Emotional Development** refers to the skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate one's behavior and emotions, and develop a healthy concept of personal identity. Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional well-being predicts favorable social, behavioral, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities. Children with emotional or behavioral challenges are likely to receive less adult support for development and learning and to be more isolated from peers. In the domain of Social & Emotional Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

The domain elements for Social & Emotional Development for 3 to 5 year olds are:

## ► SOCIAL RELATIONSHIPS

The healthy relationships and interactions with adults and peers.

- Communicates with familiar adults and accepts or requests guidance.
- Cooperates with others.
- Develops friendships with peers.
- Establishes secure relationships with adults.
- Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
- Resolves conflict with peers alone and/or with adult intervention as appropriate.
- Recognizes and labels others' emotions.
- Expresses empathy and sympathy to peers.
- Recognizes how actions affect others and accepts consequences of one's actions.

## ► SELF-CONCEPT & SELF-EFFICACY

The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

- Identifies personal characteristics, preferences, thoughts, and feelings.
- Demonstrates age-appropriate independence in a range of activities, routines, and tasks.

...Continued on next page



# △ SOCIAL & EMOTIONAL DEVELOPMENT

...Continued from previous page

- Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.
- Demonstrates age-appropriate independence in decision making regarding activities and materials.

## ► SELF-REGULATION

The ability to recognize and regulate emotions, attention, impulses, and behavior.

- Recognizes and labels emotions.
- Handles impulses and behavior with minimal direction from adults.
- Follows simple rules, routines, and directions.
- Shifts attention between tasks and moves through transitions with minimal direction from adults.

## ► EMOTIONAL & BEHAVIORAL HEALTH

A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

- Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
- Refrains from disruptive, aggressive, angry, or defiant behaviors.
- Adapts to new environments with appropriate emotions and behaviors.



# △ **APPROACHES TO LEARNING**

**Approaches to Learning** refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in all other domains. Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development. In the domain of Approaches to Learning, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

**The domain elements for Approaches to Learning for 3 to 5 year olds are:**

## ► **INITIATIVE & CURIOSITY**

**An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.**

- Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.
- Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.
- Asks questions and seeks new information.

## ► **PERSISTENCE & ATTENTIVENESS**

**The ability to begin and finish activities with persistence and attention.**

- Maintains interest in a project or activity until completed.
- Sets goals and develops and follows through on plans.
- Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.

## ► **COOPERATION**

**An interest and engagement in group experiences.**

- Plans, initiates, and completes learning activities with peers.
- Joins in cooperative play with others and invites others to play.
- Models or teaches peers.
- Helps, shares, and cooperates in a group.



# △ LOGIC & REASONING

**Logic & Reasoning** refers to the ability to think through problems and apply strategies for solving them. Logic and reasoning skills are an essential part of child development and early learning and a foundation for competence and success in school and other environments. Children’s ability to think, reason, and use information allows them to acquire knowledge, understand the world around them, and make appropriate decisions. In the domain of Logic & Reasoning, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

The domain elements for Logic & Reasoning for 3 to 5 year olds are:

## ► REASONING & PROBLEM SOLVING

The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

- Seeks multiple solutions to a question, task, or problem.
- Recognizes cause and effect relationships.
- Classifies, compares, and contrasts objects, events, and experiences.
- Uses past knowledge to build new knowledge.

## ► SYMBOLIC REPRESENTATION

The use of symbols or objects to represent something else.

- Represents people, places, or things through drawings, movement, and three-dimensional objects.
- Engages in pretend play and acts out roles.
- Recognizes the difference between pretend or fantasy situations and reality.



# △ LANGUAGE DEVELOPMENT

**Language Development** refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks of the first five years of a child's life. Language is the key to learning across all domains. Specific language skills in early childhood are predictive of later success in learning to read and write. Also, children who are skilled communicators are more likely to demonstrate social competence. In the domain of Language Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

The domain elements for Language Development for 3 to 5 year olds are:

## ► RECEPTIVE LANGUAGE

The ability to comprehend or understand language.

- Attends to language during conversations, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary.
- Comprehends different forms of language, such as questions or exclamations.
- Comprehends different grammatical structures or rules for using language.

## ► EXPRESSIVE LANGUAGE

The ability to use language.

- Engages in communication and conversation with others.
- Uses language to express ideas and needs.
- Uses increasingly complex and varied vocabulary.
- Uses different forms of language.
- Uses different grammatical structures for a variety of purposes.
- Engages in storytelling.
- Engages in conversations with peers and adults.

# △ LITERACY KNOWLEDGE & SKILLS

**Literacy Knowledge & Skills** refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships. Early literacy is the foundation for reading and writing in all academic endeavors in school. It is considered one of the most important areas for young children's development and learning. Early literacy learning provides children with an opportunity to explore the world through books, storytelling, and other reading and writing activities. It is a mechanism for learning about topics they enjoy and acquiring content knowledge and concepts that support progress in other domains. It is critical for supporting a range of positive outcomes, including success in school and other environments. In the domain of Literacy Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

The domain elements for Literacy Knowledge & Skills for 3 to 5 year olds are:

## ► BOOK APPRECIATION AND KNOWLEDGE

The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

- Shows interest in shared reading experiences and looking at books independently.
- Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.
- Asks and answers questions and makes comments about print materials.
- Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
- Retells stories or information from books through conversation, artistic works, creative movement, or drama.

## ► PHONOLOGICAL AWARENESS

An awareness that language can be broken into words, syllables, and smaller pieces of sound.

- Identifies and discriminates between words in language.
- Identifies and discriminates between separate syllables in words.
- Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.

*Continued on next page...*

# △ LITERACY KNOWLEDGE & SKILLS

...Continued from previous page

## ► ALPHABET KNOWLEDGE

The names and sounds associated with letters.

- Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognizes that letters of the alphabet have distinct sound(s) associated with them.
- Attends to the beginning letters and sounds in familiar words.
- Identifies letters and associates correct sounds with letters.

## ► PRINT CONCEPTS & CONVENTIONS

The concepts about print and early decoding (identifying letter-sound relationships).

- Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.
- Understands that print conveys meaning.
- Understands conventions, such as print moves from left to right and top to bottom of a page.
- Recognizes words as a unit of print and understands that letters are grouped to form words.
- Recognizes the association between spoken or signed and written words.

## ► EARLY WRITING

The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

- Experiments with writing tools and materials.
- Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
- Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
- Copies, traces, or independently writes letters or words.

# △ MATHEMATICS KNOWLEDGE & SKILLS

**Mathematics Knowledge & Skills** refers to the conceptual understanding of numbers, their relationships, combinations, and operations. Mathematics also includes shapes and their structure; reasoning; measurement; classification; and patterns. Because math is also about generalizations and abstractions, math skills during the early years help children to connect ideas, develop logical and abstract thinking, and to question, analyze, and understand the world around them. Math knowledge, interest, and skills are basic to children's success in school and later life. Early math skills are highly predictive of later academic achievement in multiple subject areas. In the domain of Mathematics Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

The domain elements for Mathematics Knowledge & Skills for 3 to 5 year-olds are:

## ► NUMBER CONCEPTS & QUANTITIES

The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

- Recognizes numbers and quantities in the everyday environment.
- Recites numbers in the correct order and understands that numbers come “before” or “after” one another.
- Associates quantities and the names of numbers with written numerals.
- Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.
- Uses the number name of the last object counted to represent the number of objects in the set.

## ► NUMBER RELATIONSHIPS & OPERATIONS

The use of numbers to describe relationships and solve problems.

- Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.
- Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.
- Identifies the new number created when numbers are combined or separated.

*Continued on next page...*

# △ MATHEMATICS KNOWLEDGE & SKILLS

...Continued from previous page

## ► GEOMETRY & SPATIAL SENSE

The understanding of shapes, their properties, and how objects are related to one another.

- Recognizes and names common shapes, their parts, and attributes.
- Combines and separates shapes to make other shapes.
- Compares objects in size and shape.
- Understands directionality, order, and position of objects, such as up, down, in front, behind.

## ► PATTERNS

The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

- Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.
- Recognizes, duplicates, and extends simple patterns.
- Creates patterns through the repetition of a unit.

## ► MEASUREMENT & COMPARISON

The understanding of attributes and relative properties of objects as related to size, capacity, and area.

- Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).
- Orders objects by size or length.
- Uses nonstandard and standard techniques and tools to measure and compare.



# △ SCIENCE KNOWLEDGE & SKILLS

**Science Knowledge & Skills** refers to the emerging ability to gather information about the natural and physical world and organize that information into knowledge and theories. Young children are often called natural scientists. Their inclination to be curious, explore, ask questions, and develop their own theories about how the world works makes science an important domain for enhancing learning and school readiness. Science learning during the early childhood years encourages children to discover the world around them and refine their understanding of it. It provides opportunities for rich vocabulary learning and collaboration with peers. It fosters a sense of curiosity and motivation to learn. In the domain of Science Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

The domain elements for Science Knowledge & Skills for 3 to 5 year olds are:

## ► SCIENTIFIC SKILLS & METHOD

The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

- Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.
- Observes and discusses common properties, differences, and comparisons among objects.
- Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.
- Collects, describes, and records information through discussions, drawings, maps, and charts.
- Describes and discusses predictions, explanations, and generalizations based on past experience.

## ► CONCEPTUAL KNOWLEDGE OF THE NATURAL & PHYSICAL WORLD

The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

- Observes, describes, and discusses living things and natural processes.
- Observes, describes, and discusses properties of materials and transformation of substances.

# △ CREATIVE ARTS EXPRESSION

**Creative Arts Expression** refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama. The creative arts engage children’s minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. The creative arts provide ways for young children to learn and use skills in other domains. In the domain of Creative Arts Expression, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

**The domain elements of Creative Arts Expression for 3 to 5 year olds are:**

## ► MUSIC

The use of voice and instruments to create sounds.

- Participates in music activities, such as listening, singing, or performing.
- Experiments with musical instruments.

## ► CREATIVE MOVEMENT & DANCE

The use of the body to move to music and express oneself.

- Expresses what is felt and heard in various musical tempos and styles.
- Moves to different patterns of beat and rhythm in music.
- Uses creative movement to express concepts, ideas, or feelings.

## ► ART

The use of a range of media and materials to create drawings, pictures, or other objects.

- Uses different materials and techniques to make art creations.
- Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
- Discusses one’s own artistic creations and those of others.

## ► DRAMA

The portrayal of events, characters, or stories through acting and using props and language.

- Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.
- Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.



# △ SOCIAL STUDIES KNOWLEDGE & SKILLS

**Social Studies Knowledge & Skills** refers to understanding people and how they relate to others and the world around them. Social studies helps children to understand themselves, their families, and communities. Through learning experiences related to history, culture, and the environment, children enhance their self-identity and expand their experiences beyond the walls of their home and early childhood setting. In the domain of Social Studies Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

**KEY**   △ = Domain   ► = Domain Element   • = Example

The domain elements for Social Studies Knowledge & Skills for 3 to 5 year olds are:

## ► SELF, FAMILY & COMMUNITY

The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

- Identifies personal and family structure.
- Understands similarities and respects differences among people.
- Recognizes a variety of jobs and the work associated with them.
- Understands the reasons for rules in the home and classroom and for laws in the community.
- Describes or draws aspects of the geography of the classroom, home, and community.

## ► PEOPLE & THE ENVIRONMENT

The understanding of the relationship between people and the environment in which they live.

- Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
- Recognizes that people share the environment with other people, animals, and plants.
- Understands that people can take care of the environment through activities, such as recycling.

## ► HISTORY & EVENTS

The understanding that events happened in the past and how these events relate to one's self, family, and community.

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Understands how people live and what they do changes over time.

# △ ENGLISH LANGUAGE DEVELOPMENT

**English Language Development** is the development of receptive and expressive English language skills for children who speak a home language other than English. This domain only applies to these children, often referred to as dual language learners (DLLs). Learning English lays the foundation for a successful start as children transition to public school. When children are able to understand and speak some English, they are better prepared to learn from teachers and engage with peers in English-speaking environments. Because the home language serves as a foundation for learning English, ongoing development of the home language also is essential.

Children who are DLLs typically go through several stages of English language development prior to becoming proficient. The receptive skills usually emerge before the expressive skills. There may be an extended period of time when the child understands some English but relies on the home language as well as gestures and nonverbal means to communicate. During this time, the child is attending to and listening to the English language used in the learning environment and beginning to grasp the fundamentals of the language. Gradually, the child begins to use more English words and phrases, often interspersed with the home language. Over time, the child develops more complex vocabulary and grammar, moving toward English language proficiency.

How much time this process takes will vary. It may take several months or several years, depending on the individual child, the home and school language environments, motivation, and other factors. Children will be at different stages in the process when they enter a program, and therefore, the developing path of their receptive and expressive abilities will not be the same.

The examples represent behaviors individual children may demonstrate in the process of learning English.

**KEY**   △ = Domain   ► = Domain Element   • = Example

**The domain elements for English Language Development for 3 to 5 year olds are:**

## ► RECEPTIVE ENGLISH LANGUAGE SKILLS

**The ability to comprehend or understand the English language.**

- Participates with movement and gestures while other children and the teachers dance and sing in English.
- Acknowledges or responds nonverbally to common words or phrases, such as “hello” “good bye” “snack time” “bathroom”, when accompanied by adult gestures.
- Points to body parts when asked, “Where is your nose, hand, leg...?”

*Continued on next page...*

# △ ENGLISH LANGUAGE DEVELOPMENT

...Continued from previous page

- Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?”
- Follows multi-step directions in English with minimal cues or assistance.

## ► EXPRESSIVE ENGLISH LANGUAGE SKILLS

The ability to speak or use English.

- Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.
- Requests items in English, such as “car,” “milk,” “book,” “ball.”
- Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”
- Uses increasingly complex and varied English vocabulary.
- Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”

## ► ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES

Understanding and responding to books, storytelling, and songs presented in English.

- Demonstrates eagerness to participate in songs, rhymes and stories in English.
- Points to pictures and says the word in English, such as “frog,” “baby,” “run.”
- Learns part of a song or poem in English and repeats it.
- Talks with peers or adults about a story read in English.
- Tells a story in English with a beginning, middle, and end from a book or about a personal experience.

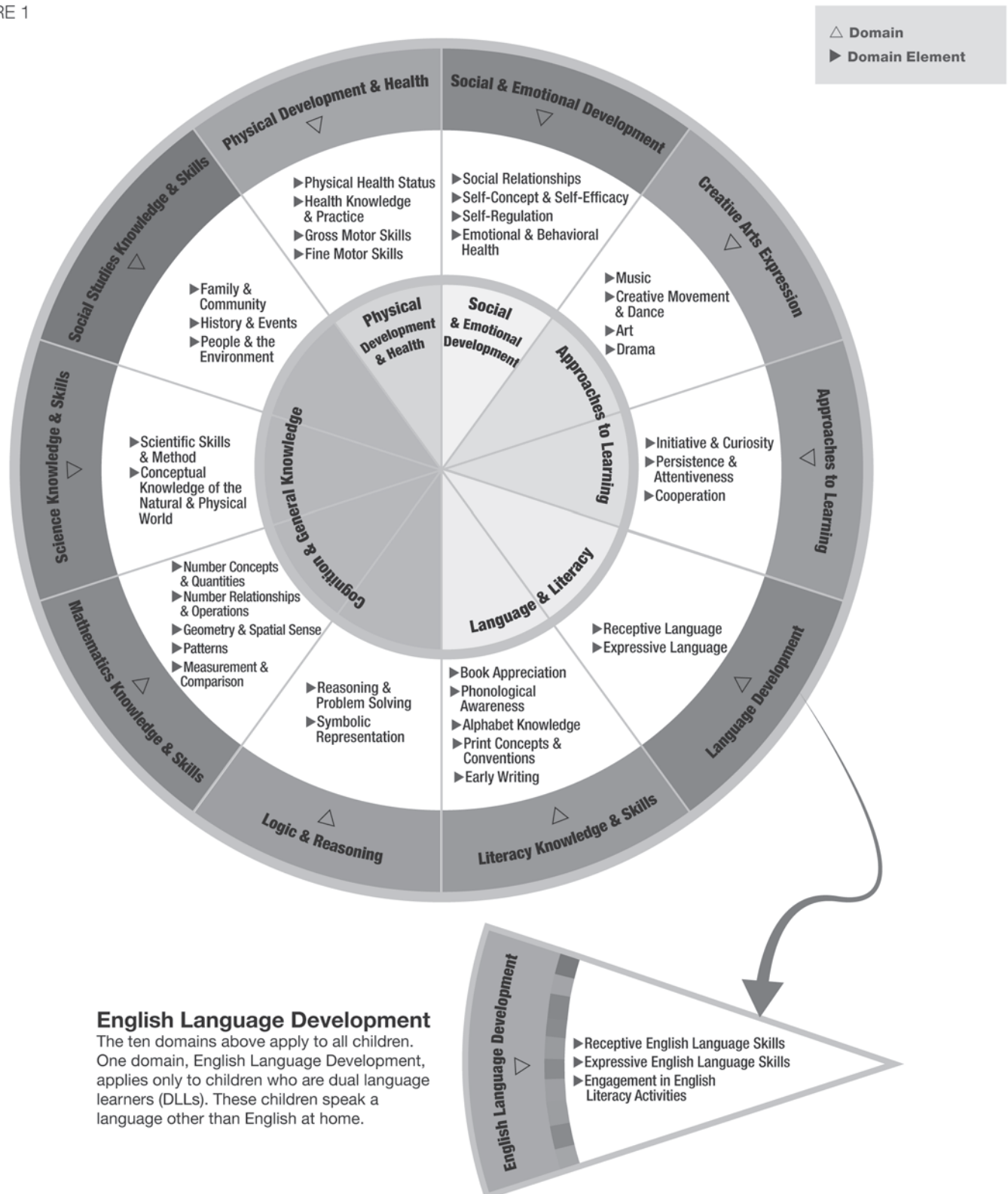


# The Head Start Child Development and Early Learning Framework

## Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old

The *Framework* represents the foundation of the Head Start Approach to School Readiness. It aligns with and builds from the five essential domains of school readiness identified by the National Education Goals Panel (see inner circle) and lays out essential areas of learning and development. The *Framework* can be used to guide curriculum, implementation, and assessment to plan teaching and learning experiences that align to school readiness goals and track children's progress across developmental domains. The domains  $\triangle$  and domain elements  $\blacktriangleright$  apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities.

FIGURE 1



**Oregon Department of Education**

---

255 Capitol St NE, Salem, Oregon 97310 (503) 947-5600

**Oregon Department of Education**

---

255 Capitol St NE, Salem, Oregon 97310 (503) 947-5600