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Kindergarten Assessment
Specifications
Blueprints for the 2016-17 school year

Oregon Department of Education
Office of Assessment and Accountability
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Kindergarten Assessment Specifications

Introduction:
The primary purpose of the Kindergarten Assessment Specifications and Blueprints is to provide the consistency necessary for the development and administration of the Oregon Kindergarten Assessment over time. The Kindergarten Assessment Specifications are designed to help Oregon teachers understand the content measured by the assessment. These specifications lead to assessment blueprints that outline assessment design and the number of measures 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 of the Kindergarten Assessment:
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:

1. Provide local and statewide information that gives families, schools, communities, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming kindergartners.

2. Provide a consistent, statewide tool for identifying systemic opportunity gaps, determining Early Learning resource allocation to best support students in need, and measure improvement over time.

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, 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.

**2012 Kindergarten Assessment Workgroup**

As part of the process to develop recommendations for a statewide tool, ODE convened a Kindergarten Assessment Workgroup in 2012 that 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, the Chief Education Office (CEdO) formerly known as Oregon Education Investment Board, and the Confederation of Oregon School Administrators (COSA), the 2012 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 directed all school districts to administer the Kindergarten Assessment to all students enrolled in Kindergarten beginning with the 2013-14 school year. To help communicate to the field about the Kindergarten Assessment, ODE published Numbered Memorandum 010-2012-13, collaborated on the development of Kindergarten Assessment web pages on the Early Learning System website, and developed a Kindergarten Assessment Resource on the ODE website.

**2013-14 Kindergarten Assessment Interpretive Panel**

Following the first statewide administration of the Kindergarten Assessment, ODE convened a panel of kindergarten – grade 3 teachers, early educators, administrators, and researchers in November 2013 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, and 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.

2014-15 Kindergarten Content and Assessment Advisory Committee

In November 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. ODE convened the committee four times between November 2014 through February 2015. These meetings yielded several recommendations that included improvements to the assessment measures, particularly those addressing the floor effect, where many students data points fell in the lower range of the assessment, the possibility of adding additional measures, and providing guidance for data interpretation. In response to these recommendations, ODE field tested four alternate measures of Early Literacy in the fall of 2015.

2015 Spanish Literacy Workshop

In February 2015, ODE recruited and selected membership for a Kindergarten Spanish Literacy Workshop. In April 2015, ODE facilitated the members through activities leading to the following recommendations:

1. Edits to 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 English Learners (ELs) be provided with the bilingual version? Outcome: Yes, only officially identified Spanish-speaking ELs should be administered the bilingual version; therefore, no potential English Learners who were determined to be fluent in English after language proficiency screening, no incoming dual immersion students, and no English-only students incoming dual immersion students who have been learning Spanish should receive the bilingual version for 2015-16.

4. Review procedures regarding the Spanish/English bilingual version of Early Math: Should the 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.
2015-16 Kindergarten Assessment Advisory Panel

In the fall of 2015, ODE recruited members to serve on a long-term Kindergarten Assessment Advisory Committee. Panelists include early learning providers, kindergarten teachers, specialists, administrators, and researchers who represent Oregon’s diverse populations. The first meeting of the Kindergarten Assessment Advisory Panel occurred in November 2015. The panelists reviewed the alignment documents between Oregon’s Early Learning Framework and the Kindergarten Common Core State Standards in order to make recommendations for improvement to the 2016-17 Kindergarten Assessment measures and assessment procedures. The panel developed recommendations for interpretive guidance and helped to create a developmental continuum that describes the social-emotional and self-regulation skills that groups of children demonstrate upon entry to kindergarten. Input from the panel also included recommendations about communications for the assessment becoming non-secure in 2016-17.

A Spanish subset of the Kindergarten Assessment Advisory Panel met in February 2016 to evaluate research in Early Spanish Literacy instructional practices and assessment methods and began to discuss improvements and refinements to the current Spanish Literacy measure. The panelists will continue to review and revise the current measure to reflect the latest research. Outcomes from the meeting included, recommendations to the Spanish Letter Sound Recognition measure that ODE embedded into the 2016-17 assessment.

Standards:

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 A show the overlap between the Early Learning Framework¹ 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 the development of foundational skills acquired before kindergarten connects with college and career readiness.

Oregon’s Kindergarten Assessment is a partial assessment of the Early Learning Outcomes 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 Outcomes 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.

¹ 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.
For additional information on the conceptual tie between the Framework and Oregon’s Essential Skills, please see Appendix A.

Oregon’s Early Learning Standards

Oregon’s Kindergarten Assessment (KA) specifications reflect the skill expectations of entering Kindergarteners as defined by the revised Head Start Early Learning Outcomes Framework, as shown in Figure 1. The revised framework, published in 2015, outlines a learning continuum that focus on key areas that contribute to school readiness for children from birth through age 5. In addition, the specifications include an alignment to the Common Core State Standards adopted by the Oregon State Board of Education in 2010. A statewide work group consisting of child care providers, Head Start and pre-K teachers and administrators, kindergarten teachers, elementary principals, and researchers-developed a set of aligned standards which link Oregon’s Early Learning Framework to the 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 focused on the domains of language development, early literacy, early math, social/emotional development, and approaches to learning. The work group also developed 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 refer to the Table of Resources listed on page 24 of this document.
Common Core State Standards
In 2010, Oregon adopted the Common Core State Standards (CCSS) in Math and English Language Arts (ELA). 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.
Assessment Segments 2016-17:

_Early Literacy_

Oregon’s 2016-17 Kindergarten Assessment includes three measures in Early Literacy:

1) **English Letter Name Recognition**
   - The *English Letter Name Recognition* measure is comprised of two distinct parts, uppercase and lowercase letter recognition.

2) **English Letter Sound Recognition**
   - The *English Letter Sound Recognition* measure focuses on letter sound recognition.

3) **Spanish Letter Sound Recognition**
   - The *Spanish Letter Sound Recognition* measure focuses on Spanish letter sound recognition and is administered only to officially identified Spanish-speaking English Learners.

These measures were selected to reflect the standards alignment work between Oregon’s adopted Early Learning Framework and the Kindergarten Common Core State Standards.

New for 2016-17, the early literacy measures will be administered as untimed measures. To allow for continuity in our ability to analyze longitudinal data trends, approximately 3,600 students taking the Kindergarten Assessment in the fall of 2016 will also receive one of the timed Legacy Literacy measures in addition to the new untimed Operational Literacy measures. These students will either be given the Legacy English Letter Names or the Legacy English Letter Sounds measure. These measures will be embedded within the operational assessment.

_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 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.

Oregon’s 2016-17 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 and requiring explicit directions as given in the Assessor Booklet.
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 a wide range of cultural contexts.
**Administration of the Kindergarten Assessment 2016-17**

Oregon’s Kindergarten Assessment is a paper-based assessment and will be administered one-on-one to students. The assessment consists of three segments:

- Early Literacy
- Early Math
- Approaches to Learning

Below are brief descriptions of the administration and scoring protocols for each of these segments. For further information on how the Kindergarten Assessment is administered and scored, please reference the **2016-17 Test Administration Manual (TAM)**, which outlines the required policies and procedures pertaining to administering the Kindergarten Assessment.

**Segment One: Early Literacy**

The Early Literacy segment includes two measures for all students: Uppercase and Lowercase English Letter Name Recognition and English Letter Sound Recognition. Officially identified Spanish-speaking English Learners must also take the Spanish Letter Sound Recognition measure. 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 Name Recognition, (2) English Letter Sound Recognition, and (3) Spanish Letter Sound Recognition (if applicable). New for 2016-17, the Early Literacy segment is untimed.

### i. English Upper and Lowercase Letter Name Recognition

- Using the Student Booklet, place the “English Letter Name Recognition” charting front of the student.
- Read the directions in the Assessor Booklet verbatim to the student.
- Have students name as many uppercase letters as they can out of 26 letters, then repeat for lowercase letters.
- Record the number correct on the Scoresheet.

### ii. English Letter Sound Recognition

- Using the Student Booklet, place the “English Letter Sound Recognition” chart in front of the student.
- Read the directions in the Assessor Booklet verbatim to the student.
- Have the students identify as many letter sounds as they can, out of 26 letter sounds (each letter is presented in a letter pair, an upper and lowercase letter).
- Record the number correct on the Scoresheet.
iii. **Spanish Letter Sound Recognition**

- Administered to only officially identified Spanish-speaking English Learners students 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). Using the Student Booklet, place the “Spanish Letter Sound Recognition” chart in front of the student.

  *(Note: a trained test administrator endorsed by the district in Spanish must administer the Spanish/English version.)*

- Read the directions in the Assessor Booklet verbatim to the student.
- Have the students identify as many Spanish letter sounds as they can out of 26 Spanish letter sounds (each letter is presented in a letter pair, an upper and lowercase letter).
- Record the number correct on the Scoresheet.

**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 Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated in the Assessor Booklet.
- Note: the test administrator **may not read numbers or symbols** to students.

**Early Math: Recording Student Responses**

- Circle the answer the student selects for each item in the Assessor Scoresheet.
- If the student does not know the answer or does not want to select an answer, select N (no student response) and go to the next item.
- 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 administer 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. Students can self-correct. It is allowable for students to return to a previous item and change an answer.

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 after the teacher has had an opportunity to become familiar with the student. 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 over time. This segment does not take any student time to administer.

- Complete all 15 items for each child.
- Record the response number on the Approaches to Learning Scoresheet 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.
Test Design Criteria for the Oregon Kindergarten Assessment
2016-2017

General Criteria

Oregon’s Kindergarten Assessment is a statewide assessment scored locally by the trained test administrator.

Each Kindergarten Assessment measure is designed to ensure inclusion of items that represent a range of difficulty and complexity levels. In addition, individual 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.
- 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 Upper and Lowercase English Letter Name Recognition, English Letter Sound Recognition, and Spanish Letter Sound Recognition.
- Each letter or letter pair is considered one item.
- There are 26 items possible for Uppercase English Letter Name Recognition, 26 items possible for Lowercase English Letter Name Recognition, 26 items possible for English Letter Sound Recognition, and 26 items possible for Spanish Letter Sound Recognition.
- Letter arrangement in each student copy chart is presented in a randomized order.
- Letter font is Century Gothic, 48 point. Letter I is presented in Fangsong Standard R.
- Students will be given two sample items for each of the Early Literacy measures.
Early Math

- Assessment items are presented on a reusable, one page format.
- One math item is presented per page in the student booklet.
- There are 16 math items included in the early math segment.
- 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. N (no student response) is an option on the Scoresheet used by the Assessor when a student does not know the answer or does not select an answer.
  - If the student does not provide an answer, the assessor is to circle N (no student response) on the assessor sheet. As written on the Assessor Booklet “If the student still does not know the answer or does want to select an answer, then select N (no student response) and go to the next item.”
- Assessment items may not be worded in the negative (“Which of these is NOT …”).
- 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.
- Math answer choice font is Arial, 42 point.
- Students will be given two sample items for the Early Math segment.

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.
- New for 2016-17: The items are provided on the scoresheet
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 Early Learning Outcomes Framework 2015 (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 Kindergarten Assessment and Oregon’s Early Learning Framework, conducted by Education Specialists indicated no direct alignment of the Spanish Letter Sounds to the Common Core State Standards.)
- The third column provides a sample assessment item, if available.
## Reporting Segment: Early Math

<table>
<thead>
<tr>
<th>Oregon Early Learning Standards (Ages 3-5)</th>
<th>Oregon Kindergarten Standards (By end of school year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Head Start Early Learning Outcomes</strong>&lt;br&gt;<strong>Framework:</strong>&lt;br&gt;Domain: Mathematics Development</td>
<td><strong>Common Core State Standards for Mathematics (CCSSM) Kindergarten</strong>&lt;br&gt;Sample Item</td>
</tr>
<tr>
<td><strong>Sub-Domain: Counting and Cardinality</strong>&lt;br&gt;<strong>Goal P-Math 1.</strong> Child knows number names and can count in sequence&lt;br&gt;<em>Indicators:</em>&lt;br&gt;• Counts verbally or signs to at least 20 by ones.</td>
<td><strong>(K.OA) Operations and Algebraic Thinking:</strong> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.&lt;br&gt;• 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).&lt;br&gt;• 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)</td>
</tr>
<tr>
<td><strong>Goal P-Math 2.</strong> Child recognizes the number of objects in a small set&lt;br&gt;<em>Indicators:</em>&lt;br&gt;• Instantly recognizes, without counting small quantities of up to five objects and says or signs the number.</td>
<td><strong>(K.CC) Counting and Cardinality</strong>&lt;br&gt;Know number names and the count sequence&lt;br&gt;• 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).&lt;br&gt;<strong>Count to tell the number of objects</strong>&lt;br&gt;• 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.</td>
</tr>
<tr>
<td><strong>Goal P-Math 3.</strong> Child understands the relationship between numbers and quantities&lt;br&gt;<em>Indicators:</em>&lt;br&gt;• When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10&lt;br&gt;• Counts and answers “How many?” questions for approximately 10 objects.&lt;br&gt;• Accurately counts as many as five objects in a scattered configuration.&lt;br&gt;• Understands that each successive number name refers to a quantity that is one larger. Understands that the last number said represents the number of objects in a set.</td>
<td><strong>(K.MD) Measurement and Data</strong>&lt;br&gt;Classify objects and count the number of objects in each category.&lt;br&gt;• 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.)</td>
</tr>
<tr>
<td><strong>Goal P-Math 4.</strong> Child compares numbers&lt;br&gt;<em>Indicators:</em>&lt;br&gt;• Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects&lt;br&gt;• Identifies and uses numbers related to order or position from first to tenth.</td>
<td></td>
</tr>
<tr>
<td><strong>Goal P-Math 5.</strong> Child associates a quantity with written numerals up to 5 and begins to write numbers&lt;br&gt;<em>Indicators:</em>&lt;br&gt;• Associates a number of objects with a written numeral 0-5.&lt;br&gt;• Recognizes and, with support, writes some numerals up to 10.&lt;br&gt;*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, 2015)</td>
<td></td>
</tr>
</tbody>
</table>

---

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.<br>2 Oregon State Board of Education adopted the CCSS in March 2010.

---

Kindergarten Assessment Specifications<br>Blueprints for the 2016-2017 school year
### Reporting Segment: Early Math

<table>
<thead>
<tr>
<th>Oregon Early Learning Standards (Ages 3-5)</th>
<th>Oregon Kindergarten Standards (By end of school year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Head Start Early Learning Outcomes</strong></td>
<td><strong>Common Core State Standards for Mathematics (CCSSM) Kindergarten</strong></td>
</tr>
<tr>
<td><strong>Domain: Mathematics Development</strong></td>
<td><strong>Sample Item</strong></td>
</tr>
<tr>
<td><strong>Sub-Domain: Operations and Algebraic</strong></td>
<td><strong>(K.OA) Operations and Algebraic Thinking:</strong></td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td><strong>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</strong></td>
</tr>
<tr>
<td><strong>Goal P- Math 6. Child understands addition as adding to and understands subtraction as taking away from</strong></td>
<td><strong>• 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).</strong></td>
</tr>
<tr>
<td><em>Indicators:</em></td>
<td><strong>• 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)</strong></td>
</tr>
<tr>
<td>• Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.</td>
<td><strong>• K.OA.5: Fluently add and subtract within 5.</strong></td>
</tr>
<tr>
<td>• Solves addition and subtraction word problems. Adds and subtracts up to five to and from a given number.</td>
<td><img src="image" alt="Simple Addition" /></td>
</tr>
<tr>
<td>• With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts “One, two, three…” and then counts on “Four, Five!” (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, “Five, four, three…two!” (keeping track with fingers).</td>
<td><img src="image" alt="Simple Addition" /></td>
</tr>
<tr>
<td><strong>Goal P- Math 7. Child understands simple patterns</strong></td>
<td><img src="image" alt="Simple Addition" /></td>
</tr>
<tr>
<td><em>Indicators:</em></td>
<td><strong>Answer key: 4</strong></td>
</tr>
<tr>
<td>• Fills in missing elements of simple patterns</td>
<td><img src="image" alt="Simple Addition" /></td>
</tr>
<tr>
<td>• Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</td>
<td><img src="image" alt="Simple Addition" /></td>
</tr>
<tr>
<td>• Identifies the core unit of sequentially repeating pattern, such as color in a sequence of alternating red and blue blocks.</td>
<td><img src="image" alt="Simple Addition" /></td>
</tr>
</tbody>
</table>

*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, 2015)*
### Reporting Segment: Early Literacy

<table>
<thead>
<tr>
<th>Oregon Early Learning Standards (Ages 3-5)</th>
<th>Oregon Kindergarten Standards (By end of school year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Head Start Early Learning Outcomes Framework:</strong> Domain: Literacy</td>
<td><strong>Common Core State Standards</strong> English Language Arts &amp; Literacy: Kindergarten &amp; First Grade*</td>
</tr>
</tbody>
</table>

#### Sub-Domain: Print and Alphabet Knowledge

**Goal P-Lit 2.** Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

**Indicators:**
- Understands that print is organized differently for different purposes, such as a note, list, or storybook.
- Understands that written words are made up of a group of individual letters.
- Begins to point to single-syllable words while reading simple, memorized texts.
- Identifies book parts and features, such as the front, back, title, and author.

**Goal P-Lit 3.** Child identifies letters of the alphabet and produces correct sounds associated with letters.

**Indicators:**
- Names 18 upper and 15 lower-case letters
- Knows the sounds associated with several letters.

---

**Kindergarten (K)**

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

- Recognize and name all upper- and lowercase letters of the alphabet.

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

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

- 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.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**First Grade (1)**

1. **RF.3** Know and apply grade-level phonics and word skills in decoding words.

- Know the spelling-sound correspondence for common consonant digraphs.

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*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, 2015)*

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*2016 Oregon Statewide Kindergarten Assessment
Early Literacy: in order as presented (top to bottom) Lowercase English Letter Name, Uppercase English Letter Name Recognition, English Letter Sound Recognition, and Spanish Letter Sound Recognition.

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

Kindergarten Assessment Specifications
Blueprints for the 2016-2017 school year

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*Oregon Department of Education
Office of Assessment and Accountability*
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.

http://eclkc.ohs.acf.hhs.gov/hslc.hs Sr/approach/elof
Kindergarten Assessment Blueprint

Introduction
The blueprints used to construct Oregon’s 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 Outcomes Framework domains and content standards through the following process:

- Assessment items and measures were selected to best align to the Early Learning Outcomes 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 in 2013.
- A secondary alignment was completed in March 2014.

The Child Behavior Rating Scale

- The Approaches to Learning assessment items on the Kindergarten Assessment 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.
Additional Assessment Design Criteria

- Each item assesses only one Scoring Reporting Category (SRC)
- Each item assesses a domain in the Early Learning Outcomes Framework
- English assessment blueprints provide the criteria for the Student booklet
  - This booklet is composed of Early Literacy (English Letter Name and Sound Recognition), Early Spanish Literacy (Spanish Letter Sound Recognition), and Early Mathematics (with Spanish/English Bilingual option for officially identified Spanish-speaking English Learners and English Only)
## Oregon Kindergarten Assessment (2016-17)
### Student Operational Blueprint Content Coverage

<table>
<thead>
<tr>
<th>Assessment Segments</th>
<th>Score Reporting Categories (SRC)</th>
<th>Operational Assessment Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Item Count</td>
</tr>
<tr>
<td><strong>Segment One</strong></td>
<td>Early Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This segment includes two measures for all students:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <strong>Uppercase English Letter Name Recognition:</strong> This assessment is untimed. It includes two sample items. The student views a chart with uppercase letters and is asked to identify all 26 uppercase letters.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>2. <strong>Lowercase English Letter Name Recognition:</strong> This assessment is untimed. It includes two sample items. The student views a chart with lowercase letters and is asked to identify all 26 lowercase letters.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3. <strong>English Letter Sound Recognition:</strong> This assessment is untimed. It includes two sample items. The student views a chart with upper and lowercase letter pair and is asked to identify all 26 of the letter pair sounds.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>• <strong>Early Spanish Literacy:</strong> Spanish Letter Sound Recognition is only administered to officially identified Spanish-speaking EL students whose language of origin is Spanish. This assessment is untimed. It includes two sample items. The student views a chart with upper and lowercase letter pairs and is asked to identify all 26 of the letter pair sounds. 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.</td>
<td>26</td>
</tr>
<tr>
<td><strong>Segment Two</strong></td>
<td>Early Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This assessment has two sample items and 16 items. It is not timed. Students view items that include counting, simple addition and simple subtraction. 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, “How many? Point to or say the answer.”</td>
<td>16</td>
</tr>
<tr>
<td><strong>Segment Three</strong></td>
<td>Approaches to Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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 behavior. For instance, items are similar to this sample: “Completes work effectively.” The teacher uses a five point scale, ranging from never exhibits the behavior to always exhibit the behavior.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>Operational Assessment Item Total</td>
<td>109 total items, possible score of 169. 135 total items, if including Early Spanish Literacy, possible score of 195.</td>
</tr>
</tbody>
</table>
Resources:

The resources listed in this section include ancillary materials to provide additional support of the Early Literacy, Early Math, and Approaches to Learning assessments.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Accessibility Manual</td>
<td>Describes the universal tools, designated supports, and accommodations available for the Oregon Statewide Assessment System.</td>
<td><a href="http://www.ode.state.or.us/search/page/?=487">http://www.ode.state.or.us/search/page/?=487</a></td>
</tr>
<tr>
<td>Proper Identification of English Learners</td>
<td>Provides guidance around the proper procedure for the identification and implementation for student participation in the Early Spanish Literacy measure.</td>
<td><a href="http://www.ode.state.or.us/search/page/?id=2782">http://www.ode.state.or.us/search/page/?id=2782</a></td>
</tr>
<tr>
<td>Standards by Design</td>
<td>Provides a customizable version of the standards associated with each grade level.</td>
<td><a href="http://www.ode.state.or.us/teachlearn/real/standards/">http://www.ode.state.or.us/teachlearn/real/standards/</a></td>
</tr>
</tbody>
</table>
Appendix:

Appendix A: Essential Skills – Conceptual Tie Mapping to Kindergarten

- The first column lists the component of the 2016-17 Kindergarten Assessment.
- The second column provides the Domain, Sub-Domain, and Goals in the Head Start Early Learning Framework that are linked to the 2016-17 Kindergarten Assessment.
- The third column provides a direct conceptual tie between the Head Start Early Learning Framework and the Essential Skills.

<table>
<thead>
<tr>
<th>Component of the 2016-17 Kindergarten Assessment</th>
<th>Head Start Early Learning Framework 2015</th>
<th>Essential skills (Oregon’s Graduation Requirements) Conceptual Tie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Literacy:</td>
<td>Central Domain: Language and Literacy</td>
<td>1. Read and comprehend a variety of text*</td>
</tr>
<tr>
<td>1) English Letter Name Recognition</td>
<td>Sub-Domain: Print and Alphabet Knowledge</td>
<td>• Demonstrate the ability to read and understand text.*</td>
</tr>
<tr>
<td>2) English Letter Sound Recognition</td>
<td>Goals:</td>
<td>• Summarize and critically analyze key points of text,* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.</td>
</tr>
<tr>
<td>3) Spanish Letter Sound Recognition</td>
<td>P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</td>
<td>• Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follow instructions from informational or technical text* to perform a task, answer questions, and solve problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*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</td>
</tr>
<tr>
<td>Early Math:</td>
<td>Central Domain: Mathematics Development</td>
<td>3. Apply mathematics in a variety of settings</td>
</tr>
<tr>
<td>1) Counting and Cardinality</td>
<td>Sub-Domain: Counting and Cardinality</td>
<td>• Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.</td>
</tr>
<tr>
<td>2) Operations and Algebraic Thinking</td>
<td>Goals:</td>
<td>• Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.</td>
</tr>
<tr>
<td></td>
<td>Sub-Domain: Operations and Algebraic Thinking</td>
<td></td>
</tr>
<tr>
<td>Component of the 2016-17 Kindergarten Assessment</td>
<td>Head Start Early Learning Framework 2015</td>
<td>Essential skills (Oregon’s Graduation Requirements) Conceptual Tie</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Goals:</td>
<td></td>
<td>4. Listen actively and speak clearly and coherently</td>
</tr>
<tr>
<td>P-Math 6. Child understands addition as adding to and understands subtraction as taking away from. P-Math 7. Child understands simple patterns.</td>
<td></td>
<td>• Listen actively to understand verbal and non-verbal communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.</td>
</tr>
<tr>
<td>Approaches to Learning (Child Behavior Rating Scale from Bronson et. Al. 1990)</td>
<td>Central Domain: Social and Emotional Development</td>
<td>• Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.</td>
</tr>
<tr>
<td></td>
<td>Sub-Domain: Relationships with Adults</td>
<td>• Use language appropriate to particular audiences and contexts.</td>
</tr>
<tr>
<td>Goals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Domain: Relationships with Other Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Domain: Emotional Functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Domain: Approaches to Learning</td>
<td></td>
<td>9. Demonstrate personal management and teamwork skills</td>
</tr>
<tr>
<td>Sub-Domain: Emotional and Behavioral Self-Regulation</td>
<td></td>
<td>• Participate cooperatively and productively in work teams to identify and solve problems.</td>
</tr>
<tr>
<td>Component of the 2016-17 Kindergarten Assessment</td>
<td>Head Start Early Learning Framework 2015</td>
<td>Essential skills (Oregon’s Graduation Requirements) Conceptual Tie</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Goals:**                                      | **P-ATL 2.** Child follows classroom rules and routines with increasing independence.  
**P-ATL 3.** Child appropriately handles and takes care of classroom materials.  
**P-ATL 3.** Child manages actions, words, and behavior with increasing independence. | • Display initiative and demonstrate respect for other team members to complete tasks.  
• Plan, organize, and complete assigned tasks accurately and on time.  
• Exhibit work ethic and performance, including the ability to be responsible and dependable. |
| **Sub-Domain:**                                 | **Cognitive Self-Regulation** (Executive Functioning) |                                                |
| **Goals:**                                      | **P-ATL 6.** Child maintains focus and sustains attention with minimal adult support.  
**P-ATL 8.** Child holds information in mind and manipulates to perform a task.  
**P-ATL 8.** Child demonstrates flexibility in thinking and behavior. |                                                |
| **Sub-Domain:**                                 | **Initiative and Curiosity** |                                                |
| **Goals:**                                      | **UPATL 10.** Child demonstrates initiative and independence. |                                                |