High-Quality, Equitable Early Childhood Assessments: What's Next for California?
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Webinar Agenda

Welcome & Housekeeping
- Cathy Yun, Learning Policy Institute

Opening Remarks
- Edgar Zazueta, Association of California School Administrators

Research Presentation
- Cathy Yun, Learning Policy Institute

Panel Discussion
- Moderator: Sarah Neville-Morgan, California Department of Education
  - Katie Cox, Elgin School District U-46
  - Jennifer Marroquin, Tulare City School District
  - Francine Rodd, First 5 Monterey County

Q & A

Closing
Goals

▷ Identify key characteristics of high-quality ECE assessment

▷ Describe how high-quality ECE assessments might inform instruction and strengthen early learning systems

▷ List conditions and supports that enable implementation and continuous improvement
Opening Remarks

Edgar Zazueta

Senior Director of Policy & Governmental Relations
Association of California School Administrators

@ACSA_info
High-Quality Early Childhood Assessment
Purpose:
▷ Synthesize research about high-quality ECE assessment
▷ Provide examples of how states and districts choose, implement, and use ECE assessments

Methodology:
▷ Review of existing literature
▷ 50-state scan of KEAs
▷ Interviews with experts, state and district administrators
▷ Identified states and districts with promising practices
▷ Qualitative analyses
Research Questions

- What types of assessments are states and districts using?
- What might administrators look for in a high-quality assessment?
- What training and support are needed to support the effective use of assessments for instruction?
- How are states/districts supporting continuous improvement of their assessments?
- What strategies, and cautions, can we learn from state/district experiences?
Poll #1

What assessments does your school/district/county use in TK and/or K? (check all that apply)
Characteristics of High-Quality Assessment
1. Content

- Measures the **essential domains of child development**, including social-emotional, cognitive, language and literacy, mathematical and scientific reasoning, and physical development.

- Places children’s skills along a **developmental continuum** or learning progression.

- **Aligns** to developmentally appropriate early learning and kindergarten standards, curricula, and instruction.

- Connects to **ongoing formative assessment** across p-3.

- Contains content that is **inclusive** of all children assessed, regardless of **socioeconomic, cultural, or language backgrounds**.

- Provides information that is **relevant and sufficiently detailed** to guide instruction.
2. Administration

- Has procedures that are **appropriate** for young children.
- Takes place in a **natural and familiar** setting.
- Is administered **flexibly** to accommodate a range of abilities, languages, and cultures and allows children to demonstrate skills in a variety of ways.

- Is supported by **adequate professional development** to administer the assessment fairly and reliably, with minimal bias.
- Is supported by timely teacher and administrator **resources**—reports, data summaries, and administrative manuals.
3. Validity

- Documents what children know and can do in real, **authentic** situations.

- Has well-documented evidence that the tool is **valid and reliable**, with reasonable accommodations for all children being assessed, regardless of **culture, language, ability, or special needs**.

- Aligns with **purposes** for the data, including informing instruction.
State Kindergarten Assessment Examples

KIDS
KINDERGARTEN INDIVIDUAL DEVELOPMENT SURVEY

GKIDS
GEORGIA KINDERGARTEN INVENTORY OF DEVELOPING SKILLS
3 Elements of Intentional Implementation
1. Informing and Improving Instruction

- Adequate professional development
- Timely access to data
- Adequate time and resources
2. Strengthening Early Learning Systems

- Aligning p-3
- Engaging families
- Aggregating data to find system needs
- Guardrails against misuse
3. Supporting Implementation and Continuous Improvement

- Robust stakeholder engagement
- Strategic communications
- Gradual approach
- Continuous review
- Ongoing administrative support and funding
Summary and Recap

▷ High-quality early childhood assessments have **appropriate content, administration procedures, and validity** for children with diverse abilities, special needs, cultural backgrounds, and home languages.

▷ Using assessment data to **inform and improve instruction** requires professional development, access to data, and resources.

▷ Aggregated assessment data can be used to **strengthen early learning** systems but need guardrails against misuse.

▷ Assessment implementation and **continuous improvement** require robust stakeholder engagement and ongoing resources.
Thank you!

Questions?

Cathy Yun
cyun@learningpolicyinstitute.org

LPI Research:
www.learningpolicyinstitute.org
Panelists

Sarah Neville-Morgan
Deputy Superintendent of Public Instruction, California Department of Education

Katie Cox
Director of Early Learner Initiatives, Elgin School District U-46

Jennifer Marroquin
COVID-19 Learning Loss Mitigation/Early Childhood Director, Tulare City School District, CA

Francine Rodd
Executive Director, First 5 Monterey County

MODERATOR
@CADeptEd
@sdu46
@jmarroquintcsd
@first5monterey
Closing Remarks
Resources

- LPI report *High-Quality Early Childhood Assessment: Learning From States’ Use of Kindergarten Entry Assessments*
- GKIDS Readiness Check Website
- IL KIDS Website

- CDE P-3 Alignment Website
- 2015 Monterey County Kindergarten Readiness Study
- 2012 Monterey County Kindergarten Readiness Study
Thank you

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CONTACT
Cathy Yun
cyun@learningpolicyinstitute.org