KIDS Advisory Committee
Development Update and Kindergarten Readiness
December 3, 2013  1 PM – 4 PM CST
I. Welcome and Introductions
   Reyna Hernandez, Illinois State Board of Education
   Cynthia Zumwalt, Illinois State Board of Education

II. Development Update and Kindergarten Readiness
   Peter Mangione, WestEd, Center for Child and Family Studies
   Kerry Kriener-Althen, WestEd, Center for Child and Family Studies
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III. Discussion

IV. Next Steps
Development Update and Kindergarten Readiness

2013–2014
Process of Developing a Standards–Aligned Assessment

Within each developmental domain of a state’s standards,

- Identify a subset of items that encompass
  - The breadth of the content
  - The most salient constructs
  - Behaviors that are reliably observable within classroom context

- Derive the developmental progression for each item from the scientific research literature in child development

- Define the developmental progression for the items within the classroom context

- Test the utility of the items through pilot and field studies
Aligning DRDP–SR with Illinois State Standards

• Met with national child development experts within each specific content domain of Illinois standards to adapt and align DRDP-SR

• Built upon the developmental progressions developed for the DRDP-PS instrument, with input from expert review groups
Measures were crosswalked to the following standards at the content level:

- Illinois Early Learning and Development (IELDS)
- Illinois Early Learning Standards – Kindergarten (IL ELS–K)
- Illinois Learning Standards for Grade 1 (ILS)
- The Common Core State Standards
- Next Generation Science Standards
- World–Class Instructional Design and Assessment, English Language Proficiency/Development Standards (WIDA)
Content of DRDP–SR Measures (i.e., Items)

Based on current research about early childhood development

- Measures are based on the trajectory of learning and development that most children typically exhibit in specific age ranges, when appropriately supported
- Measures represent the range of developmental knowledge and skills identified in the research literature on young children
- Each measure is a research-based developmental continuum that supports assessment of a developmental construct
DRDP–SR for KIDS Domains

- Approaches Toward Learning–Self Regulation *(4 measures)*
- Social and Emotional Development *(4 measures)*
- History and Social Studies *(5 measures)*
- Language and Literacy Development *(10 measures)*
- English Language Development *Note: Conditional domain* *(4 measures)*
- Language and Literacy Development in Spanish *Note: Conditional domain* *(4 measures)*
- Cognition, including Math and Science *(11 measures)*
- Physical Development and Health *(9 measures)*
- Visual and Performing Arts *(4 measures)*

- Total: 9 domains, 55 measures
Many children were rated at the latest level for several DRDP–SR measures

- Revisited language in latest levels (rewrote descriptors at 5th level for 1–2 measures)
- Teachers’ understanding of descriptors (webinars and in-person training: “Deeper look at descriptors”)

Data indicated the possibility of potential ceiling effects across some measures
Suggestion for Addressing the Ceiling Effect

- Expand the continuum to assess children who exceed the Kindergarten Common Core Standards
- For uniformity across measures that apply to all children, the continuum should be expanded even for those measures that did not raise concerns about a ceiling effect
DRDP–SR for KIDS Measures that Apply to All Children

- Approaches Toward Learning–Self Regulation (4 measures)
- Social and Emotional Development (4 measures)
- History and Social Studies (5 measures)
- Language and Literacy Development (10 measures)
- Cognition, including Math and Science (11 measures)
- Physical Development and Health (9 measures)
- Visual and Performing Arts (4 measures)

*Total: 7 domains, 47 measures*
Broaden DRDP–SR Continuum to 6 levels

- Add a new latest developmental level that follows the trajectory toward:
  - Common Core–First Grade Standards (DRDP–SR Domains: COG:MATH, LLD)
  - IELS–First Grade (DRDP–SR Domains: ATL–REG, SED, VPA, HSS, PD–HLTH)

Following this principle will also avoid any ceiling effect that might arise
Readiness Levels

- How do DRDP-SR results relate to standards-based expectations for children’s readiness…
  - At the beginning of kindergarten?
  - At the end of kindergarten?
Determining Children’s Readiness for Kindergarten: Guiding Questions

- What does it mean to be “ready”?
- How do we determine children are meeting kindergarten readiness expectations?
- What approach might we take in linking standards to readiness?
What does it mean to be “ready”?

- How to set the readiness marker expectations?
  - Standards–based
  - Research–based

- Readiness at which point? What terminology?
  - Beginning of Kindergarten (kindergarten readiness)
  - End of Kindergarten (school readiness)

- What goes into the readiness threshold?
  - Which domains are included? How do domains interact with each other to produce a readiness indicator?
How do we determine when children are meeting kindergarten readiness expectations?

- Confirm DRDP-SR measures align to state goals
- Confirm DRDP-SR descriptors reflect research on child development and learning
- Engage in a process that identifies ranges of the developmental continua of measures that correspond to the state’s understanding of readiness (convene Illinois “Thought Leaders”)
Decisions to be made by Illinois “Thought Leaders”

- From reviewing the descriptors within each domain, determine which benchmark in the standards corresponds to which descriptor(s) on the DRDP–SR developmental continuum for the domain.

- Using the graphical representation of level locations along the continuum of each domain, determine where children’s assessment results are expected to be:
  - At the beginning of Kindergarten
  - At the end of Kindergarten
Interpreting Children’s Kindergarten Readiness

Kindergarten

Readiness at beginning of Kindergarten Meeting Early Learning and Development Standards (IELDS)

Readiness at end of Kindergarten Meeting Early Learning Standards – Kindergarten (IELS–K)
What does it mean to be “ready”?

- How do we proceed with answering these questions?
  - How to set the readiness marker expectations?
    - Standards-based
    - Research-based
  - Readiness at which point? What terminology?
    - Beginning of Kindergarten (kindergarten readiness)
    - End of Kindergarten (school readiness)
  - What goes into the readiness threshold?
    - Which domains are included? How do domains interact with each other to produce a readiness indicator?
Next Steps