

# PK-2 ASSESSMENT SURVEY RESULTS

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Created by the PK-2 Assessment Task Force

Administered by OIE

Survey window: February 19 – April 14, 2015



THE FOLLOWING INFORMATION IS FOR REVIEW PRIOR TO THE  
CCSS TESTING PANEL.

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These slides are for the Governor's Council's review prior to the CCSS Testing Panel. These results may be used for reference to answer the Council's questions regarding the PK-2 Assessment Survey.

# Who responded to the survey?

- 2,209 PK through Grade 2 teachers responded to the survey:
  - 23% PK
  - 27% Kindergarten
  - 25% Grade 1
  - 24% Grade 2
- 87% were licensed teachers
  - Others included PK coordinators, interventionist, literacy and math coaches, instructional assistants, family service workers, or education specialists
- Years of experience for these teachers at the PK-2 level
  - 19% had  $\leq 2$  years
  - 57% had 3 – 14 years
  - 24% had  $\geq 15$  years (7% of these teachers had more than 30 years!)

# PreKindergarten—Work Sampling portfolio assessment

- Majority (86%) of PK teachers understood the purpose of the assessments they are required to administer.
- 71% felt it was an *acceptable screener/assessment* for understanding what children know and are able to do in Pre-K.
- 70% felt the assessment is *developmentally appropriate*.
- 71% indicated this assessment *contributes to an overall understanding of students' skills* within 45 days of entry into the classroom.
- 66% of teachers indicated *Work Sampling provides beneficial information about the children*.
- 53% (23% neutral) *support the continued use of this assessment without the need for further refinement*.
- 54% (26% neutral) indicated they *liked the assessment*.

# PK teachers use a variety of other assessments in the classroom as needed:

Answer	Response	%
ASQ-3 (Ages & Stages Questionnaire)	62	13%
ASQ - SE (Ages & Stages Questionnaire - Social Emotional)	58	12%
Brigance Inventory	78	16%
Brigance III	79	17%
Core Knowledge*	21	4%
Creative Curriculum	67	14%
DECA*	32	7%
Denver Screening*	<10	1%
<b>DIAL - 3 or 4</b>	<b>138</b>	<b>29%</b>
E-LAP (Early Learning Accomplishment Profile)*	23	5%
LAP-3 (Learning Accomplishment Profile -3)*	15	3%
LAP -D *	<10	2%
<b>Portfolios</b>	<b>195</b>	<b>41%</b>
TSG (Teaching Strategies Gold)*	42	9%
<b>Work Sampling</b>	<b>295</b>	<b>62%</b>
Other, please indicate other assessment instruments below	82	17%
N/A - we do not use any other assessments	32	7%

## Other Responses include:

- ABAS-II
- ABC Mouse
- AEC Developmental
- Batelle
- ESI
- EVT
- Handwriting w/o tears
- KRIC
- PKSA
- P3SA
- Progress reports

**\*Note:** Assessments used by less than 10% of the respondents will not be included on the following slides. These include: Core Knowledge, DECA, Denver Screening, E-Lap, LAP-3, LAP-D and TSG.

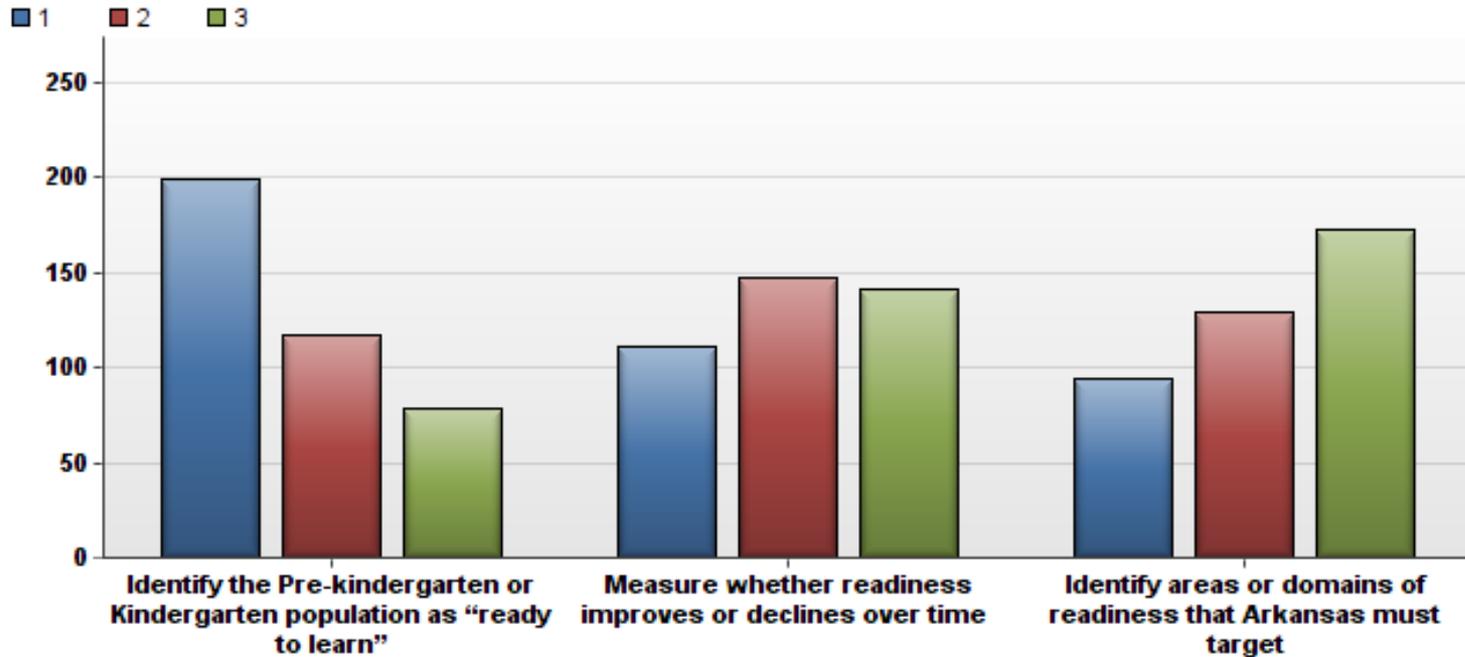
# How often and how much class time?

- Work Sampling and portfolio assessment are used the most frequently of the PK assessments listed. **Teachers administer the assessment as at least twice per year, with most using it quarterly, every two weeks, or as often as needed.** (Other diagnostic tools are used once or twice a year.)
- **Most of the assessments required less than 30 minutes of class time** to administer. Work sampling and portfolios showed the most variability in length of administration time.

## Purpose of PK Assessments

- Most teachers indicated the **assessments they used were for screening purposes to determine students' instructional needs including interventions and/or enrichment.**
- Work Sampling, Portfolios, and Creative Curriculum were used for a variety of purposes including screening, benchmarking, progress monitoring, informing instruction, and reporting to parents.

If you have a limited amount of time to screen/assess PK students which of the following purposes is most important to you?



# Kindergarten-Qualls Early Learning Inventory (QELI)

- 49% of K teachers *understood the purpose* of the assessments they are required to administer.
- 62% felt this was *not an acceptable screener/assessment* for understanding what children know and are able to do in K.
- There was no consensus among K teachers whether they considered the assessment to be *developmentally appropriate*.
  - 40% disagreed or strongly disagreed, 34% agreed, 25% were neutral.
- 19% indicated this assessment *contributes to an overall understanding of students' skills* within 45 days of entry into the classroom.
- 17% of teachers indicated *QELI provides beneficial information about the children*.
- 12% *support the continued use of this assessment without the need for further refinement*.
- 11% (17% neutral) indicated they *liked the assessment*.

# Kindergarten teachers use a variety of other assessments.

Answer	Response	%
Brigance Inventory*	30	6%
Core Knowledge*	13	2%
<b>Developmental Reading Assessment (DRA)</b>	<b>352</b>	<b>65%</b>
<b>Developmental Spelling Analysis</b>	<b>183</b>	<b>34%</b>
District-written common assessments	157	29%
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 6th Edition or DIBELS Next</b>	<b>335</b>	<b>62%</b>
NWEA Measures of Academic Progress (MAP)	143	27%
Portfolios	57	11%
STAR Assessments (Renaissance Learning)	153	28%
The Learning Institute (TLI) Module Tests*	24	4%
Writing and Reading Assessment Profile	57	11%
Work Sampling	156	29%
Other, please indicate other assessment instruments below	101	19%
N/A - we do not use any other assessments	17	3%

## Other Responses include:

- Aimsweb
- Arkansas (RAN) Rapid naming screener
- ASPENS
- Bebop
- Burst: TRC for reading and Mclass for math
- CAPS
- Classworks
- Dyslexia screeners
- Fountas & Pinnell
- KRIC
- Observation survey
- SMART
- TENS
- TRC
- Teacher generated assessments

**\*Note:** Assessments used by less than 10% of the respondents will not be included on the following slides. These include: Brigance Inventory, Core Knowledge, and TLI.

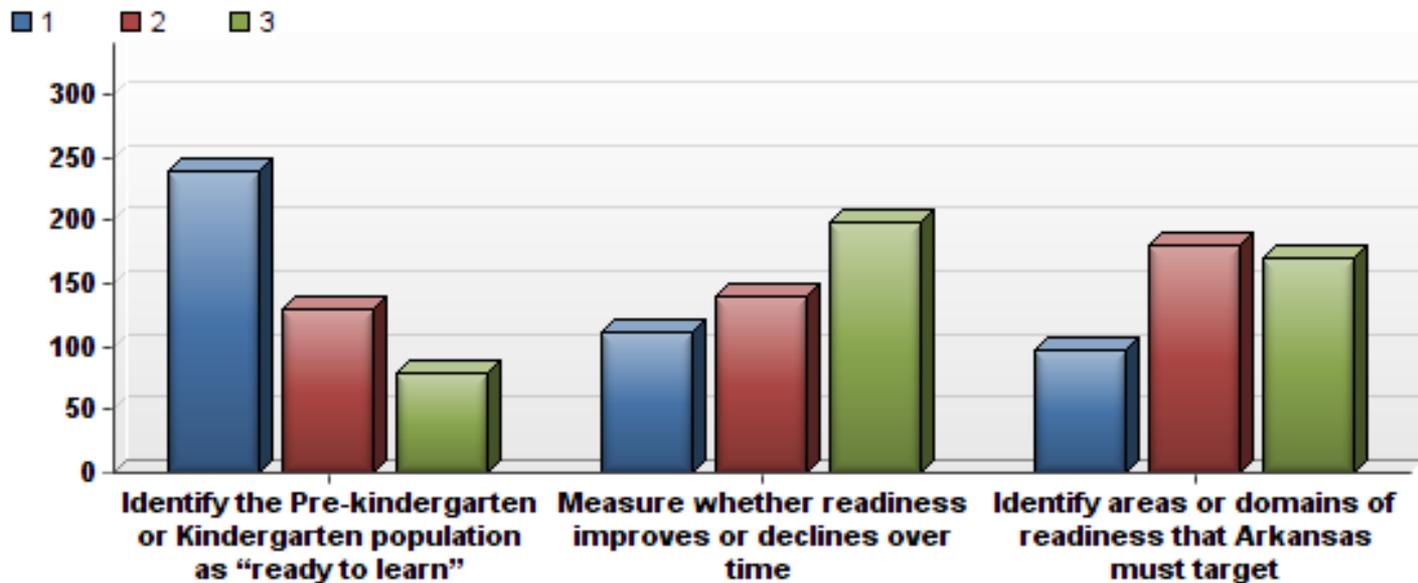
## How often and how much class time?

- **DIBELS is used as often as needed depending on the screening outcomes:** at least twice per year, with most using it quarterly, every two weeks, or as often as needed.
- **DRA is used mostly once or twice a year.**
- Time needed to administer these assessments varied from less than **30 minutes to more than 2 ours.**

## Purpose of Kindergarten Assessments

- Most teachers indicated they used the additional assessments for
  - Screening purposes—to determine students' instructional needs including interventions and/or enrichment;
  - Benchmarking student growth and progress compared to other students or to grade level standards;
  - Progress monitor students as required to inform continued intervention;
  - Inform instructional strategies for specific students or groups of students; and/or
  - To provide information to report to parents.
- In terms of usefulness district common assessments, portfolios, Work Sampling, and Writing and Reading Assessment Profiles had the most selections for 'very useful' and 'more useful'

If you have a limited amount of time to screen/assess Kindergarten students which of the following purposes is most important to you?



## Grades 1 and 2– Iowa Test of Basic Skills (ITBS)

- 57% of Gr. 1 and 2 teachers *understood the purpose* of the assessment they are required to administer.
- 54% (19% neutral) felt this was *not an acceptable screener/assessment* for understanding what children know and are able to do in K.
- There was no consensus among Gr. 1 and 2 teachers whether they considered the assessment to be *developmentally appropriate*.
  - 48% disagreed or strongly disagreed, 30% agreed, 22% were neutral.
- 25% indicated this assessment *contributes to an overall understanding of the skills students learned as they exit my classroom*.
- 28% of teachers indicated *ITBS provides beneficial information about the children*.
- 16% *support the continued use of this assessment without the need for further refinement*.
- 16% (27% neutral) indicated they *liked the assessment*.

# Grades 1 and 2 teachers use a variety of other assessments.

Answer	Response	%
Developmental Reading Assessment (DRA)	684	70%
Developmental Spelling Analysis	507	52%
District-written common assessments	233	24%
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 6th Edition or DIBELS Next	596	61%
NWEA Measures of Academic Progress (MAP)	276	28%
Portfolios	119	12%
STAR Assessments (Renaissance Learning)	523	53%
The Learning Institute (TLI) Module Tests	284	29%
Writing and Reading Assessment Profile	106	11%
Work Sampling	309	32%
Other, please indicate other assessment instruments below	168	17%
N/A - we do not use any other assessments	19	2%

## Other Responses include:

- Aimsweb
- Arkansas (RAN) Rapid naming screener
- Bebop
- Burst: TRC for reading and Mclass for math
- CAPS
- Classworks
- Dyslexia screeners
- Fountas & Pinnell
- Observation survey
- PSI
- SMART
- Teacher generated assessments

## How often and how much class time?

- **DIBELS is used as often as needed depending on the screening outcomes:** at least twice per year, with most using it quarterly, every two weeks, or as often as needed.
- **DRA is used mostly once or twice a year.**
- Time needed to administer these assessments varied from less than **30 minutes to more than 2 ours.**

## Purpose of Grades 1 & 2 Assessments

- Most teachers indicated they used the additional assessments for
  - Screening purposes—to determine students' instructional needs including interventions and/or enrichment;
  - Benchmarking student growth and progress compared to other students or to grade level standards;
  - Progress monitor students as required to inform continued intervention (DIBELS mostly);
  - Inform instructional strategies for specific students or groups of students; and/or
  - To provide information to report to parents.
- In terms of usefulness district common assessments, portfolios, Work Sampling, and Writing and Reading Assessment Profiles had the most selections for 'very useful' and 'more useful'

If you have a limited amount of time to assess your students, which of the following is the most important to you?

- **First Priority:** an assessment used to “**Identify students who may need intensive intervention**”.
- **Second Priority:** an assessment for this age group would need to “**identify areas or domains of academic performance where children may need additional support or acceleration/enrichment**”.
- **Using the assessment to predict** “whether children are on track to meet grade level standards by the end of year testing” **was of least importance** for teachers at these grades.

# If the state of Arkansas were to select a new assessment what would be the most useful?

All grade levels indicated the same top three areas:

1. Screen students to determine who may need intervention/remediation, support to access grade level standards, or enrichment beyond grade level standards.
2. Provide data to inform instructional strategies for specific students or groups of students.
3. Benchmark students' growth throughout the year compared to growth of other students (NRT).

If you would like more information about the process or to view the complete survey results please contact:

Hope Allen  
Arkansas Department Education  
Director of Student Assessment  
501-682-5760