



Early Achievers WaKIDS Assessment Alignment Tool

Purpose and Background:

The WaKIDS Assessment Alignment Tool is a resource designed to help Early Achievers participants demonstrate how their whole-child assessment tool aligns with the whole-child assessment portion of the WaKIDS assessment. The tool was created for Early Achievers participants in order to meet a component of the Early Achievers Quality Standards. However, any facility that is interested in learning about how their assessment tool aligns with WaKIDS may use this tool.

Under the **Child Outcomes** standard area of the Early Achievers Quality Standards, facilities can earn one point for using Teaching Strategies GOLD, the whole-child assessment portion of WaKIDS **or** by showing how their assessment process aligns with the WaKIDS assessment process. **Alignment** means that the goals or objectives from a facility’s chosen assessment match up or otherwise compare to the WaKIDS learning objectives. This tool is not intended to align directly with the WaKIDS Assessment. We recognize that WaKIDS uses only a portion of Teaching Strategies Gold (TSG); however, this tool is designed to help facilities capture additional goals/objectives found in the assessment. **It is not required that participating facilities use Teaching Strategies GOLD.**

Use of WaKIDS Assessment Tool <u>or</u> demonstration/ documentation of alignment to WaKIDS Assessment process			1 point
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What is assessment?

NAEYC defines assessment as “the process of gathering information about children from several forms of evidence, then organizing and interpreting the information”ⁱ.

Assessments are used to:

- Plan for individualized and group instruction that meets the unique needs of each child in care
- Inform program development
- Communicate and partner with families to support their child's growth and progress
- Identify children who may be in need of specialized services

Assessment is both a formal and informal process.

- **Formal assessment** refers to the use of published developmental assessments, checklists or structured observational procedures such as Teaching Strategies GOLD.
- **Informal assessment** includes observation of children using methods such as running logs, anecdotal notes, collection of children's work in portfolios, and discussions with families.

Understanding that each facility is unique, Early Achievers does not require that you use a specific assessment or provide a list of acceptable assessments. Rather, it is important that the formal assessment tool you use aligns with the WaKIDS assessment.

What is WaKIDS?

WaKIDS (Washington Kindergarten Inventory of Developing Skills) is Washington's kindergarten entry assessment. WaKIDS provides information about where children are in their development and supports school readiness by:

1. Informing instruction
2. Aligning programs and practices of early learning professionals and kindergarten teachers
3. Involving families as partners in their child's education

WaKIDS is unique among kindergarten entry assessments used in other states as it gives the people who know the child best the opportunity to share information: parents and families; early learning professionals; and kindergarten teachers. WaKIDS has been reviewed and evaluated to ensure that it is culturally responsive and focuses on child development across several domains.

The WaKIDS assessment is research-based, includes predictors of school success, and is aligned with the Head Start Child Development and Early Learning Framework, Core Common Standards, and Washington's Early Learning and Development Guidelines. The objectives

are organized into 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. More information about WaKIDS can be found at: <http://www.k12.wa.us/WaKIDS/>.

How to use the WaKIDS Assessment Alignment tool:

If you use any assessment other than the WaKIDS assessment, this alignment tool can help you demonstrate how your assessment tool aligns with the whole-child assessment portion of WaKIDS. We recognize that there might not be always be obvious alignment; however your Technical Assistance specialist or coach can provide assistance. In the case that a TSG Learning Objective is not used in WaKIDS, the objective will be marked by an asterick.

1. Begin by reviewing each Teaching Strategies GOLD learning objective. Consider the WaKIDS domain and the Washington State Early Learning and Development Guidelines area of development next to the learning objective for more information.
2. Review your program’s assessment tool and match the comparable goals or objectives.
3. Complete the “Comparable Goal/Objective for Aligned Assessment” column with your assessment goals/objectives.

Example:

Washington State Early Learning and Development Guidelines area of development	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Building Relationships	Domain: Social and Emotional Development	1	Regulates own emotions and behaviors	
		2	Establishes and sustains positive relationships	<i>Interacts easily with one or more children; shows empathy and caring for others</i>
		3*	Participates cooperatively and constructively in group situations	

*Learning Objective not used in WaKIDS assessment

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Facility Name:		Primary QRIS Contact Name:		Region:
Technical Assistance Specialist:		Assessment used by facility:		Date:
Washington State Early Learning and Development Guidelines Area	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Building Relationships	Domain: Social and Emotional Development	1	Regulates own emotions and behaviors	
		2	Establishes and sustains positive relationships	
		3*	Participates cooperatively and constructively in group situations	

**Learning Objective not used in WaKIDS*

Washington State Early Learning and Development Guidelines Area	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Touching, seeing, hearing, and moving around	Domain: Physical Development	4	Demonstrates traveling skills, i.e., large motor skills appropriate to developmental age (walking, running, jumping, etc.)	
		5	Demonstrates balancing skills	
		6	Demonstrates gross-motor manipulative skills	
		7	Demonstrates fine-motor strength and coordination	
Communicating (literacy)	Domain: Language	8*	Listens to and understands increasingly complex language	

*Learning Objective not used in WaKIDS

Washington State Early Learning and Development Guidelines Area	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Communicating (literacy), continued	Domain: Language, continued.	9	Uses language to express thoughts and needs	
		10	Uses appropriate conversational and other communication skills	
	Domain: English Language Acquisition	37*	Demonstrates progress in listening to and understanding English	
		38*	Demonstrates progress in speaking English	

**Learning Objective not used in WaKIDS*

Washington State Early Learning and Development Guidelines Area	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Learning about my world	Domain: Cognitive Development	11	Demonstrates positive approaches to learning	
		12	Remembers and connects experiences	
		13	Uses classification skills	
		14*	Uses symbols and images to represent something not present	

**Learning Objective not used in WaKIDS*

Washington State Early Learning Guidelines Area	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Learning about my world, cont.	Domain: Literacy	15	Demonstrates phonological awareness	
		16	Demonstrates knowledge of the alphabet	
		17	Demonstrates knowledge of print and its uses	
		18	Comprehends and responds to books and other texts	
		19	Demonstrates emergent writing skills	

Washington State Early Learning Guidelines Area	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Learning about my world, cont.	Domain: Math	20	Uses number concepts and operations	
		21*	Explores and describes spatial relationships and shapes	
		22	Compares and measures	
		23	Demonstrates knowledge of patterns	
	Domain: Science and Technology	24	Uses scientific inquiry skills	

**Learning Objective not used in WaKIDS*

Washington State Early Learning Guidelines Area	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Learning about my world, cont.	Domain: Science and Technology, cont.	25	Demonstrates knowledge of the characteristics of living things	
		26	Demonstrates knowledge of the physical properties of objects	
		27	Demonstrates knowledge of Earth's environment	
		28	Uses tools and other technology to perform tasks	
	Domain: Social Studies	29	Demonstrates knowledge about self	

Washington State Early Learning Guidelines Area	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Learning about my world, cont.	Domain: Social Studies, cont.	30	Shows basic understanding of people and how they live	
		31	Explores change related to familiar people or places	
		32	Demonstrates simple geographic knowledge	
	Domain: The Arts	33	Explores the visual arts	
		34	Explores musical concepts and expression	

Washington State Early Learning Guidelines Area	WaKIDS Domain	Teaching Strategies GOLD Objective Number	Teaching Strategies GOLD Learning Objective	Comparable Goal/Objective from Aligned Assessment
Learning about my world, cont.	Domain: The Arts, cont.	35	Explores dance and movement concepts	
		36	Explores drama through actions and language	

ⁱ McAfee, Leong, & Bodrova (2004). *Basics of Assessment: A Primer for Early Childhood Educators*. Washington, DC: National Association for the Education of Young Children.