KINDERGARTEN

VKRP
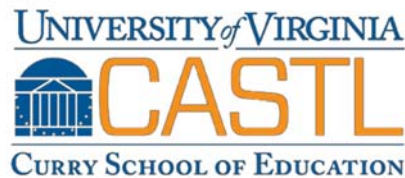
Virginia Kindergarten Readiness Program

KINDERGARTEN MANUAL
Fall 2020

UNIVERSITY *of* VIRGINIA
CASTL
CURRY SCHOOL OF EDUCATION

Dear Kindergarten Teacher,

We hope that you and your loved ones have stayed safe and healthy through these trying times. Thank you for your continued commitment to your students' well-being and success. As a teacher, you play a critical role in the physical, social-emotional, and cognitive development of Virginia's children. We know that students enter kindergarten with varying degrees of exposure to early foundational skills. The global pandemic has led to disruption, stress, and in some cases, trauma, for our youngest learners. Having an understanding of children's academic and social-emotional skills and well-being will help teachers, schools, and divisions better individualize support for students' developmental needs. It is critical, now more than ever, that we have these data to inform instructional decisions that are responsive to the trauma, stress, and disruption that children have experienced due to COVID-19.

The Virginia Kindergarten Readiness Program (VKRP) gives schools, teachers, and families a complete picture of school readiness in four key areas: Mathematics (measured using the Early Mathematics Assessment System; EMAS), Literacy (measured using the Phonological Awareness Literacy Screening; PALS (pals.virginia.edu)), and Self-Regulation and Social Skills (measured by the Child Behavior Rating Scale; CBRS). Additionally, we have added several well-being items to the CBRS and an item for you to indicate if you are concerned about particular students' well-being to help you target supports for students who need them most.

We have updated several places in the manual to include information about changes to the assessment this fall and new reports and resources that have been developed. These include:

- Extended Assessment Term and Flexibility in Assessment Windows (p. 2)

- Adjusting EMAS Implementation to Meet CDC Guidelines (pp. 9 – 13)

- CBRS – Well-Being Items (p. 16)

- CBRS Implementation during COVID-19 (pp. 17 – 18)

- VKRP Exemption (p. 20)

- Classroom Summary Reports (p. 25)

- Supporting Readiness Skills (p.28)

- Online Resources for Families (p. 30)

As the state's public health conditions evolve, VKRP will keep you updated with any changes to administration guidance.

We know that this will be a challenging year and are here to support you. Please reach out to us with any questions or comments via our toll-free hotline 866-301-8278 ext. 1 or vkrp@virginia.edu or our online chat while you are in the VKRP web portal.

Best regards,

Amanda Williford (signature)

Amanda Williford, PhD

Virginia Kindergarten Readiness Program

Contents

Virginia Kindergarten Readiness Program

Introduction

Project Overview

The Virginia Kindergarten Readiness Program (VKRP) is an initiative focused on building a more comprehensive understanding of school readiness and success. As an assessment system, VKRP adds measures of mathematics, self-regulation, and social skills to complement Virginia's statewide assessment of literacy skills using the Phonological Awareness Literacy Screening (PALS, pals.virginia.edu). Data from the assessments are beneficial for a wide range of stakeholders including state policymakers, division and school leaders, educators, and families who support young students' learning during their early school years and beyond.

History

VKRP was initiated by Elevate Early Education (E3), a statewide, bipartisan, issue-advocacy organization dedicated to early childhood education. E3, in partnership with the University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL) and with guidance from the Virginia Department of Education, launched a three-phase approach to creating a statewide, comprehensive kindergarten assessment. In Phase I, CASTL researched and selected assessment tools that could be used statewide to accurately assess readiness skills across a range of domains upon kindergarten entry. During Phase II, VKRP was administered to a group of students who were representative of kindergartners across the Commonwealth, and data indicated that 34% of children arrived at kindergarten unprepared in at least one critical learning domain (literacy, math, self-regulation, and social skills). These results were reported to the Virginia State Legislature which allocated funding to begin statewide implementation of the expanded assessments in order to provide a more comprehensive snapshot of kindergarten children's incoming skills. Phase III has included a gradual statewide roll-out of VKRP, allowing for input from administrators and teachers as well as expansion of VKRP to include the beginning and end of kindergarten. During Fall 2019, 80 public and private preschool classrooms piloted VKRP. This year, all public preschools will have the opportunity to use VKRP to assess students' self-regulation and social skills.

Legislation

In 2018, the Virginia General Assembly passed legislation that requires all kindergarten students to be assessed using VKRP in the fall and spring of the 2019-2020 school year and annually thereafter (HB5002, Item 128, H.) and to develop a version of VKRP to use in assessing pre-kindergarteners (HB5002, Item 340, Q.).

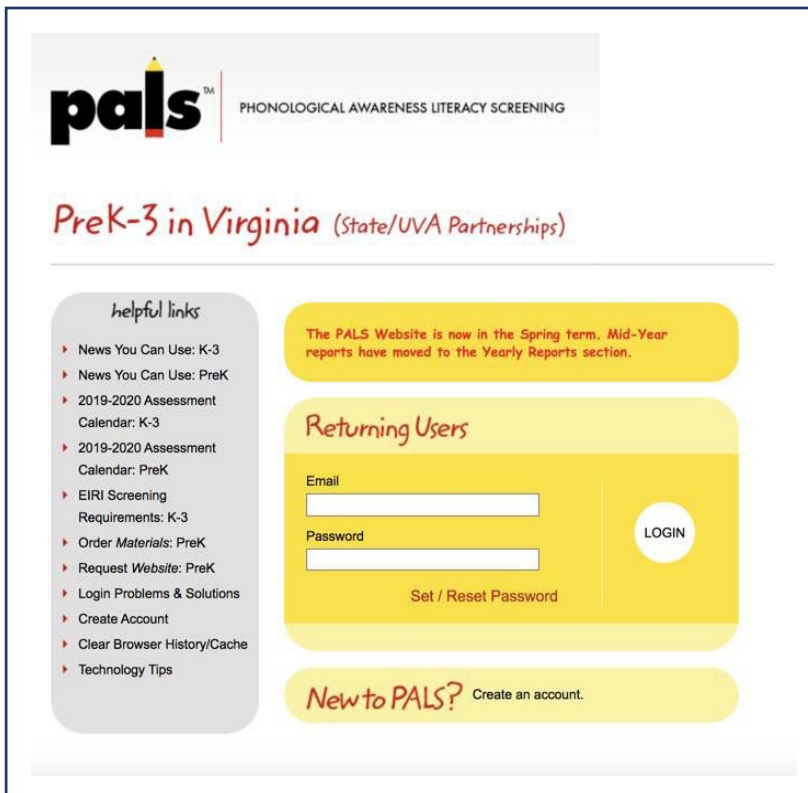# Extended Assessment Term and Flexibility in Assessment Windows

The VKRP Fall Term will open Wednesday, July 15, 2020 and remain open through Thursday, November 19, 2020. This extended fall term gives divisions more time to assess students.

Within the term, divisions can decide to schedule their assessment window as they traditionally have (i.e., after 4-6 weeks of instruction for CBRS and EMAS generally two weeks prior to PALS assessment). Alternatively, divisions can select a different assessment window within the term or even use the full length of the assessment term as their assessment window. Divisions can also begin testing prior to children re-entering school for the fall (for PALS and EMAS). Teachers will continue to need to have had at least 4 weeks of interaction with students (can be a combination of in-person and virtual interactions) prior to completion of the CBRS. Guidance for the PALS assessment is parallel and additional details are outlined in the Superintendent's Memo (Superintendent Memo 151-20). You may also like to refer to the School Reopening Frequently Asked Questions provided by the Virginia Department of Education regarding "The Phase Guidance for Virginia Schools."

Navigating to VKRP

VKRP and PALS work together to provide you with an efficient online assessment experience—one login and password to remember (PALS) and one entry or upload of your class roster. Classroom information entered into PALS is automatically shared with the VKRP web portal. Verify that your class list is current in PALS before the VKRP window opens to account for all of your students. Any update to your classroom information is done on the PALS website.

1. Log into your PALS account using your email and PALS password.

2. Once you're logged into PALS, select the VKRP tab on the menu bar. This action will take you to the VKRP web portal, where you can access all components of VKRP: assessments, reports, and resources.
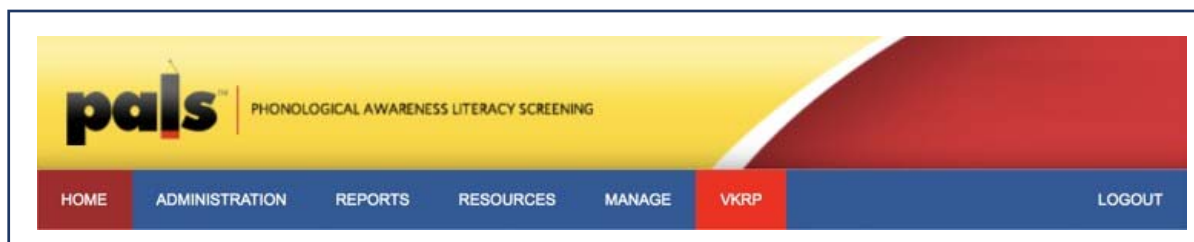
VKRP Web Portal Structure

Use the key below in conjunction with the web portal diagram on the next page:

A. **Home** – links to the homepage of the VKRP web portal; the landing page

B. **Assessment Guides** – links to Fall and Spring versions of the VKRP *Essential Documents*, *EMAS Video Demonstrations*, and *Practice Assessments* pages

C. **Training** – links to *Teacher Training Checklist* and *My VKRP Training Modules* pages

D. **Reports** – links to *My Reporting Dashboard* and *Understanding Reports* pages

E. **Instructional Resources** – links to *Resources Overview, Geometry, Patterning, Numeracy, Computation, Self-Regulation,* and *Social Skills* resource pages

F. **Help** – links to *FAQs* and *Contact Us* pages

G. **Connect to PALS** – links back to the PALS homepage

H. **Announcements** – displays important notifications regarding VKRP

I. **View Classroom Reports** – links to all classroom-level reports within the reporting dashboard

J. **Student list** – shows your classroom roster in alphabetical order

K. **Overall status** – indicates a student's overall completion status for both the EMAS and CBRS. Different scenarios warrant a status of complete (checked blue circle) (i.e., a student who has been administered the EMAS and has a completed CBRS; a student who has been administered the EMAS and was marked exempt on the CBRS).

L. **EMAS assessment** – entry point to the English or Spanish-language math assessment

M. **CBRS assessment** – entry point to the self-regulation and social skills assessment

N. **Student reports** – links to all student-level reports for the selected student within the reporting dashboard

O. **Tracking panel** – key to completion status of each assessment

P. **Manage your classroom list via PALS** – links back to the PALS website where changes or updates to classroom rosters are made

VKRP Web Portal Diagram

A **Home** B **Assessment Guides** C **Training** D **Reports** E **Instructional Resources** F **Help** G **Connect to PALS**

Teacher, Example   Fall 2020

ASSESSMENT ADMINISTRATION AND TRACKING

H The Fall 2020-2021 assessment term is open July 15, 2020 – November 19, 2020. New users are encouraged to complete the Training Checklist displayed above and select "Yes, I am all set" after all components have been completed. Returning users are recommended to refresh their skills with the assessments and system using the training components listed under the Training tab. ×

DIVISION:	*Example District	
SCHOOL:	*Example School 1	
CLASSROOM(S):	Example Teacher - Example Class 1 ⌄	I 📊 View Classroom Reports

STUDENTS FOR: Example Teacher

J STUDENTS	K OVERALL STATUS	L MATH ASSESSMENT: EMAS Spanish version is optional/available for any students.		M SOCIAL-EMOTIONAL: CBRS	N STUDENT REPORTS
		📝 Not started yet 📝 In progress ✔ Complete ⓘ Marked exempt O			
Ayala, Destiny	✔	EMAS-English ✔ ❶ ⌄	EMAS-Spanish 📝 ❶ ⌄	CBRS - English ✔ ❶ ⌄	View Reports
Hughes, Carlos	✔	EMAS-English 📝 ❶ ⌄	EMAS-Spanish ✔ ❶ ⌄	CBRS English ❶ ⌄	View Reports
Jacobs, Eugene	✔	EMAS-English ❶ ⌄	EMAS-Spanish 📝 ❶ ⌄	CBRS - English ✔ ❶ ⌄	View Reports
Romero, April	○	In Progress Conclusion Default (Message) ❷ 0.00 ⌄	EMAS-Spanish 📝 ❶ ⌄	CBRS - English 📝 ❶ ⌄	View Reports
Sherman, Charles	○	EMAS-English 📝 ❶ ⌄	EMAS-Spanish 📝 ❶ ⌄	CBRS - English 📝 ❶ ⌄	View Reports

**Please note. Reports may not be complete or accurate when student data is missing.

PAGE: 1 / 1   « ‹ 1 › »   ITEMS: 18

pals P Missing students or notice incorrect student information? Manage your classroom list via PALS

How to Prepare for VKRP

Step 1: Complete a Training

1. An in-person or online training is required to administer the VKRP. Even if you have already completed an in-person or online training, it is a good idea to revisit the online training to refresh your knowledge and skills. To access, select *Training* on the menu bar and choose "My VKRP Training Modules" from the list.

2. Once on the "VKRP Training" page, select the VKRP Training button.

3. Select a training module to complete. Modules can be completed in any order and viewed multiple times.
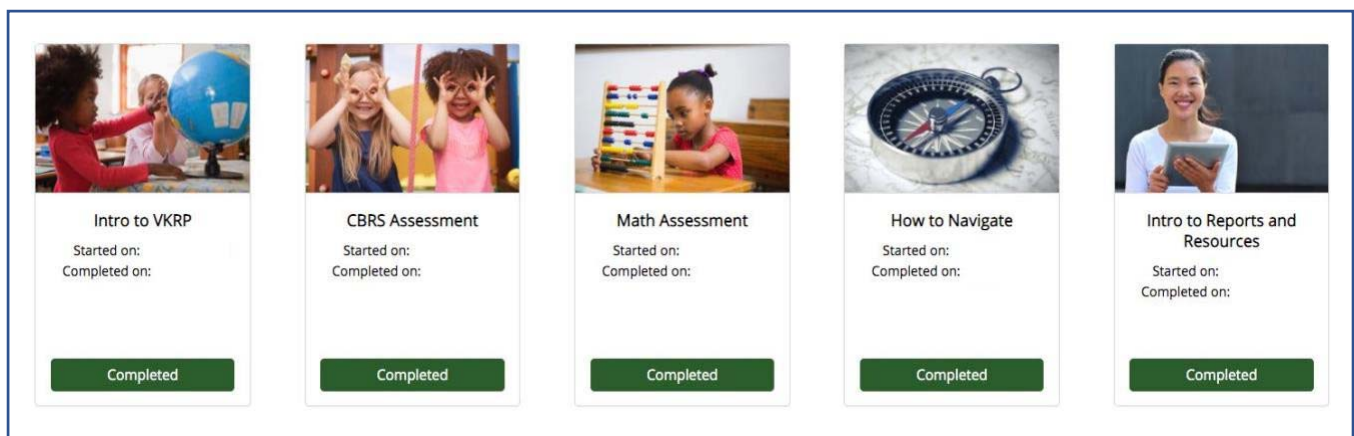
Step 2: Review the Fall 2020 Assessment Manual

After completing the training, select *Assessment Guides* on the menu bar and choose "Essential Documents" from the list. On this page, you will find the online version of the fall manual, which you can download in PDF format.

Step 3: Watch a Video Demonstration of the EMAS

To access these videos, select *Assessment Guides* on the menu bar and choose "EMAS Video Demonstrations" from the list. On this page, you will find video samples of the fall EMAS administration.

Step 4: Try a Practice Assessment

1. Select *Assessment Guides* on the menu bar and choose "Access Practice Assessments" from the list.

2. Select the type of assessment you would like to practice. We strongly encourage practicing the EMAS several times to become comfortable with the script and become acquainted with the different pathways (i.e., additional prompts or feedback) each response elicits. Practicing the EMAS also allows you to recognize the manipulatives you will use for each task. The CBRS practice assessment allows you to become familiar with the behaviors you will observe and rate for each student.

The Early Mathematics Assessment System (EMAS)

What is the EMAS?

The *Early Mathematics Assessment System* (EMAS) is a reliable and valid, research-based assessment of early mathematical thinking, drawing on modern cognitive science as well as developmental and educational research. Created by Dr. Herb Ginsburg and colleagues at Teachers College, Columbia University, [1] and expanded and adapted by researchers at CASTL, the EMAS is designed to measure a broad range of mathematical content.

EMAS at a glance

- Teachers administer the assessment to students individually in-person using a flip book and specific manipulatives.
- The assessment takes approximately 20-25 minutes per student to administer.
- Items are designed to capture a wide range and variety of early math skills. Students are not expected to get all items correct.
- It uses hands-on materials to engage children and to help teachers observe students' thinking.
- It is aligned with the *Virginia Foundation Blocks*, Virginia's *Standards of Learning* (2016), and Clements and Sarama's *Mathematics Learning Trajectories* (2009)[2] (see **Appendix A** for full list of fall *EMAS Items and SOL/Trajectory Alignment*).

What skills are assessed with the Fall EMAS?

The fall EMAS consists of 35 items divided into foundational mathematics skills within the subdomains of Geometry, Patterning, Numeracy, and Computation that set students on a successful early math trajectory:

Module 1	Module 2	Module 3	Module 4
Geometry	Patterning	Numeracy	Computation
• Shape Recognition • Shape Properties • Composing Shapes	• Reproducing Patterns • Extending Patterns • Creating Patterns	• Counting and Cardinality • Subitizing • Comparing and Ordering Numbers • Composing and Decomposing Numbers • Numerals	• Addition • Subtraction

[1] Ginsburg, H. P., Pappas, S., & Lee, Y. (2010). Early Mathematics Assessment System. An unpublished assessment measure created as part of the NIH supported project Computer Guided Comprehensive Mathematics Assessment for Young Children (Project number 1 RO1 HD051538-01).
[2] Clements, D. H., & Sarama, J. (2009). *Learning and teaching early math: The learning trajectories approach*. New York: Routledge.

Adjusting EMAS Implementation to Meet CDC Guidelines

Because the EMAS is a direct assessment that requires in-person administration, we are providing implementation recommendations in accordance with CDC guidelines, especially for disinfecting materials and practicing safe social distancing protocols when working with students.

Step 1: Prepare for the Assessment

1. Complete training requirements (refer to **pages 6 – 7** for more information).

2. **Select your** assessment **location**, preferably an open area like a hallway or multipurpose room where air can flow freely.

3. **Design your assessment space**. Maximize the distance between you and the student while ensuring that you are able to see their responses.

   - Set up your computer on one side of the table and the student on the other

   - It is helpful to lay out materials for easy access
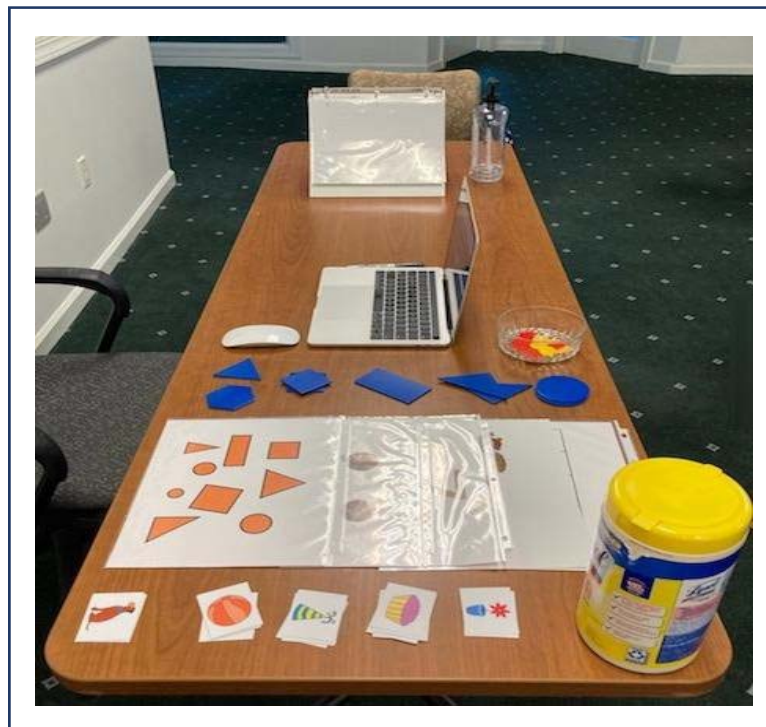
Figure 1. The table in this image is six feet long with the teacher setup three feet diagonally opposite from where the student will be sitting. The flipbook pages and mats are inside sheet protectors for ease of disinfecting after the assessment.

4. Plan your assessment timeline. VKRP is providing flexibility in the assessment window and encouraging instructional leaders/principals to do the same.
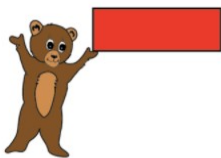
5. Ensure your VKRP kit has all of the necessary materials for fall administration by consulting the list below. Please alert your VKRP school contact to report missing items.

Assorted materials	Pattern cards	Shape manipulatives	Mats
1 – Flipbook pages 1 – Dry-erase marker 20 – Chips	5 – Dog 6 – Basketball 4 – Flowerpot 8 – Cupcake 6 – Hat	1 – Rectangle 1 – Hexagon 2 – Isosceles triangle 2 – Square 1 – Equilateral triangle 2 – Circle	1 – Orange shapes 1 – Subitizing 5 & 6 1 – Numeral 5 & 7 1 – Laminated animals 1 – Ten frame

6. **Use sheet protectors** and/**or laminate** mats and pattern cards to make sanitizing easier after each assessment OR **make copies of mats and**/or **patterning cards** to build individual manipulative sets for students. These items can be downloaded within the VKRP web portal under *Assessment Guides –* "Essential Documents."

7. Familiarize yourself with the online structure of the assessment.

   • **Materials** needed for each task are listed at the top of the assessment page (in brackets and italics).

   • The **progress reminder** displayed on the top right corner indicates the module and task you are on.

   • The **screen image** corresponds to an image in the flipbook, highlights the manipulative to use, or displays how manipulatives are arranged.

   • The **support** feature located in the lower right corner connects you to the VKRP support team (Monday to Friday, 8am-5pm).

Step 2: Start the Assessment

1. Sanitize **the assessment area and all materials,** using [EPA-registered household disinfectant](#), **prior to selecting** a **student to work with you.**

2. Wash your hands with soap and water or use hand sanitizer **before starting the assessment.**

3. Wear a face cover **(i.e., mask or face shield)** and gloves **when 6 feet distance** is not possible.

4. Have students wash their hands with soap and water or use hand sanitizer **before starting the assessment.**

Figure 2. This image shows the teacher and student both wearing masks because six feet distance is not possible in the space. The teacher is also wearing gloves.

5. Select the student and assessment.

    • To begin the assessment, select "EMAS – English" or "EMAS – Spanish" next to your student's name (see **[Appendix C](#)** for more information about using the EMAS with English Language Learners).

6. Verify the student's name by selecting the "Confirm Student" button.

- If you accidentally select the wrong student's name, you can change to the correct name by clicking "Select Another Student," which will display a dropdown of your class list.

7. Select the administration condition (see **pages 14 – 15** for more information).

- Standard Administration

    ▪ In most cases, you will administer the assessment under standard conditions. To begin, select the green button, "Proceed with Standard Administration."

- Exempt or Non-Standard Administration

    ▪ In rare cases, a student may qualify as exempt from this assessment (see **page 20** for exemption reasons) or need to be assessed using non-standard procedures. When you click "Select Exempt or Non-Standard Administration" you will be given the following options:

        • "Non-Standard"

        • "Exempt"

            ▪ If families request an exemption from VKRP due to the coronavirus pandemic, it is important that teachers note this in the exemption text box: "Family requested exemption due to pandemic."

    ▪ Select the appropriate option. You will then be prompted to provide an explanation in the text box. An explanation is required to submit the request.

Step 3: Administer the Assessment

1. Administer each item.

    *   Text in green is the script read aloud to students. Non-verbal instructions are in brackets. Adhere to both verbal and non-verbal directions to ensure the same administration across students.

    *   Some items begin with a demonstration (DEMO) to familiarize students with rules of the task. These items are not scored.

2. Record student's response.

    *   Correct response(s) is written in the green button and always listed first.

    *   Possibly correct response(s) is written in the orange button. Students are able to receive a point if they answer correctly following a possibly correct scaffold.

    *   Incorrect response(s) is written in the red button. Some incorrect responses lead to a follow-up question that helps students reach a correct answer; however, they do not receive credit at this point. Instead you will see a "Correct with help, point not awarded" indicator on their report.

    *   The previous button allows you to go back **one** question during the assessment.

3. Take a break if needed.

    *   The EMAS auto-saves responses. If a student needs a break, stop the assessment by clicking the *Home* button on the menu bar and resume at a later time/day.

4. Pay attention to administration notes.

    *   Some items note a timeframe, but the items are not timed. Please move on to the next step if the student doesn't answer in the general time indicated.

    *   Depending upon the student's response, you may be prompted to give a scaffold or feedback.

5. Press the submit button once you complete the assessment.

    *   There is a textbox at the end of the EMAS where you can type in optional notes about the assessment (i.e., student's use of strategies, math language). These notes will print with the Teacher Comments Report. Be sure to press **submit** when finished.

EMAS Administration Considerations

Accommodations and Modifications

Most students will complete the EMAS under standard administration conditions. There are allowable accommodations for students that can be made to the assessment administration that still fall under the "Standard Administration" category because they do not change the construct being measured. However, in some cases, students will be assessed under non-standard administration conditions. Modifications made for "Non-Standard Administration" could change the construct being measured. Examples include simplifying or altering directions or any translation of the EMAS for students with a home language other than English and Spanish. In these cases, start the EMAS as you would for any student, and follow the steps to complete a "Non-Standard Administration" of the assessment. Refer to the Administration Conditions Table on the next page for a list of approved accommodations and modifications along with their required documentation.

Administration with English Language Learners

There are currently three options for administering the EMAS with English Language Learners (see **Appendix C** for detailed information about Using VKRP with English Learners):

1. **Administer the EMAS in English.**

2. **Administer the EMAS in the student's home language**.

   - If the student's home language is Spanish, select the Spanish-language EMAS. Individuals who administer the Spanish-language EMAS must be fluent speakers of Spanish and have successfully participated in a VKRP training session. To begin the EMAS in Spanish, select "EMAS – Spanish" next to the student's name. Then follow the administration guidelines outlined on **pages 9 – 13.**

   - For students whose home language is not English or Spanish, the EMAS must be locally translated prior to assessment administration. Individuals who administer the assessment in a student's home language should be fluent in that language and have successfully participated in a VKRP training. If you choose this option, then you would select the "EMAS – English" next to the student's name and select "Non-Standard Administration" and note the use of a translated EMAS in the textbox provided.

   - When a student is assessed in their home language (Spanish-language EMAS or another translation) the scores will be incorporated into all of the classroom-level reports, student-level reports, and the family information report.

3. **Administer the EMAS in English AND Spanish.** This option is only available for students who are English-Spanish Language Learners. At this time, we are unable to claim equivalence between the English and Spanish EMAS; therefore, scores on either assessment could be giving you different, but equally valuable information about students' mathematics proficiency in English and Spanish.

   - When a student is assessed in English and Spanish, the student's scores on the English-language EMAS will be incorporated into the classroom-level reports, student-level reports, and the family information report. The student's scores on the Spanish-language EMAS will be provided on a separate student-level report.

Administration Conditions Table

			Examples	Required Documentation
STANDARD ADMINISTRATION	**Allowable Practices** Allowable practices are support options that are part of the design of the assessment. Allowable practices enable optimal performance for all students and *do not* change the construct being measured.	Using multiple testing sessions to administer the assessment		**No** documentation required
		Taking breaks between tasks		
		Scheduling assessments for optimal times		
		Repeating directions		
		Repeating demonstration items		
		Including hand motions with oral directions where appropriate (e.g., multi-step questions)		
		Using altered lighting (to decrease glare or increase lighting, moving away or toward light source)		
		Allowing students to repeat directions (to check for understanding)		
		Allowing non-verbal students to respond by pointing rather than vocalizing as indicated in instructions		
	Accommodations Accommodations give students with disabilities access to the assessment. Accommodations *do not* change the construct being measured and are consistent with daily instructional practices.	Using an auditory aid (e.g., FM system, sound field system)		**Yes**, must be documented in the student's IEP
		Using visual supports to outline expectations and/or visual schedule (e.g., FIRST, Work. THEN, Break.)		
		Using various writing devices for the written portion of the assessment (e.g., paper and pencil, white board and dry-erase marker)		
		Using assistive technology (e.g., magnifier, video magnifier, pointer, Velcro landing pad or slide-proof mat for manipulatives)		
		Using tactile test materials for shape recognition and patterning tasks (e.g., APH geometric shapes, *real tangible* items like eraser-pencil-eraser-pencil in place of frog-hat picture pattern)		
NON-STANDARD ADMINISTRATION	**Modifications** Modifications may *change* the construct being measured. Modifications are consistent with daily instructional practices.	Simplifying/altering directions		**Yes**, must be documented in the student's IEP
		Using a translated version of the EMAS (other than the Spanish-language EMAS)		**No** documentation required

The Child Behavior Rating Scale (CBRS)

What is the CBRS?

The Child Behavior Rating Scale (CBRS) measures two areas of students' social-emotional skills:

- **Self-regulation:** The skills to control one's own attention, emotions, and behaviors to cope with the demands of the school environment. Examples include being able to listen to teachers, following rules and multi-step directions, and staying focused on tasks.

- **Social skills:** The skills to navigate interactions and relationships with peers and adults successfully. Examples include cooperating in a group, expressing emotions, and resolving conflicts in a positive way.

VKRP uses the CBRS to measure these two skills because it has been proven to be reliable and valid across culturally diverse contexts.

CBRS at a glance

- The CBRS is a short rating scale that teachers complete outside of instructional time.

- It assesses a student's behavior with other children, adults, and materials and tasks in the classroom or virtually.

- It includes a set of 17 items that are assessed using a rating scale from 1 to 5 to determine the frequency of certain behaviors.

- It takes approximately 1 to 3 minutes to complete per student using the online system.

- It is completed both in the fall and spring for each student.

CBRS – Well-Being Items

The global pandemic has led to disruption, stress, and in some cases, trauma, for our youngest learners. Having an understanding of children's social-emotional skills and well-being will help teachers, schools, and divisions better individualize support for students' developmental needs. The CBRS assesses self-regulation and social skills. VKRP has added five items to the CBRS that focus on children's well-being.

There is also an item that allows teachers to indicate whether or not they have concerns about a student's well-being. Teachers will also record how many days per week they are interacting with students in person and how many days in a virtual context.

These items along with the Well-Being Summary Report are designed to provide standardized information about students' well-being. This information can help facilitate conversations with instructional leaders and families on how to best support students.

CBRS Implementation during COVID-19

With schools operating differently this fall, observing some of the behaviors on the CBRS may be challenging. Do your best to rate students' behavior on each item by incorporating observations made through face-to-face and virtual interactions. There is a text box at the end of the measure where you can record additional information/observations.

Step 1: Be Intentional in Noticing Behaviors
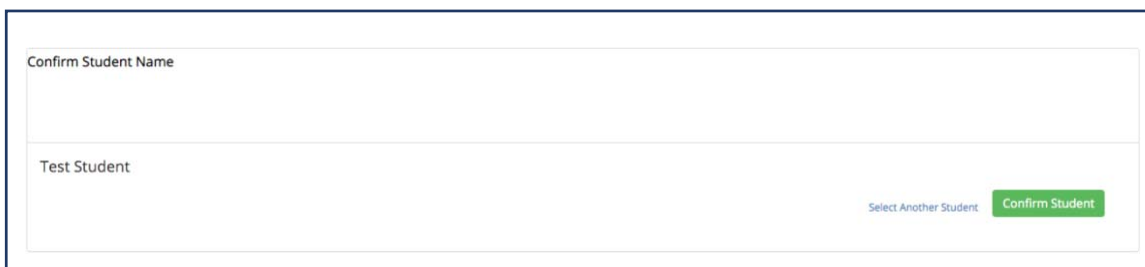
The first step in completing the CBRS is getting to know students in your class and noticing their behaviors (either in-person or within online contexts). When you intentionally observe students, you can gather critical, objective information about their behavior. For example, you can identify when and where certain behaviors are most likely to occur and what happens before, during, and after the behaviors.

Some teachers like to keep notes of their observations of students prior to completing their ratings. Although this is not necessary, keeping notes about **specific** behaviors that you noticed is most helpful.

Step 2: Start the Assessment

In the fall, we recommend that CBRS ratings be completed no earlier than four weeks into the school year. This ensures you have time to get to know students and notice their interactions across the day and in different situations.

1. When your assessment window opens, use the VKRP online system to enter your CBRS ratings for each student. Look for the student's name in your list and click on the corresponding CBRS button.

2. Verify the student's name and select the "Confirm Student" button.

3. Select the administration condition.

   • Standard Administration

     ▪ In most cases, you will administer the rating scale under standard conditions. To begin, select the green button, "Proceed with Standard Administration."

   • Exempt

     ▪ In rare instances, a student may qualify for an exemption (see **page 20** for exemption reasons). When you click "Select Exempt" you will be prompted to provide an explanation in the text box. An explanation is required to submit the request.

- If families request an exemption from VKRP due to the coronavirus pandemic, it is important that you note this in the exemption text box: "Family requested exemption due to pandemic."

Step 3: Enter the Ratings

All ratings must be entered for a student in one sitting. Partially completed assessments cannot be saved, so if you need to come back to a student's assessment, you will need to restart the CBRS. In addition to the ratings you choose for a student, a textbox at the end of the assessment allows you to enter optional notes which will print on your Teacher Comments Report. Be sure to **press** "**Submit**" when you are done entering ratings and notes.

CBRS Administration Considerations

Administration with English Language Learners

According to Virginia's most recent VKRP data, the CBRS demonstrates satisfactory subscale reliability for self-regulation and social skills in student samples identified as English Learners (EL). Further investigation showed that the relationship among the CBRS, the EMAS, and the PALS sum score are in the same direction with similar magnitude when comparing EL students to native speakers, therefore, suggesting that this tool is appropriate to use with ELs to identify who are struggling to engage in behaviors needed to be successful in the classroom. Teachers, however, should use caution when interpreting the data as it does not provide information as to *why* the student is struggling (see **Appendix C** for detailed information about Using VKRP with English Learners).

The data from the CBRS can guide next steps. However, it needs to be combined with other information in order to best support the student. For students who are ELs, knowing their English receptive and expressive language skills as well as their early English literacy skills are critical.

Assessment Tips

- Take notes on only what you see, not what you think or how you feel. Prevent your emotions and opinions from obscuring your observations.

- Confer with other teachers who regularly interact with or observe a student. It can be helpful to incorporate the behaviors and skills they notice into your ratings.

- Make note that items 12, 13, 20 and 21 are worded so a higher rating indicates a more negative behavior.

VKRP Exemption

VKRP is a state-wide screening tool that the Commonwealth of Virginia uses to measure student readiness and growth; therefore, all kindergartners, including students with disabilities, should be assessed. There are, however, limited reasons for exemptions:

- For students with IEPs, the IEP team should discuss and establish what constitutes as sufficient evidence for an exemption based on disability.

- A serious illness or medical condition which prevents a student from participating during the assessment period.

- A family requests an exemption. In this case, it is important to inform families that non-participation means teachers and families will not receive information on student readiness and progress contained in the assessment score reports.

A student granted an exemption should not be given the EMAS, assigned ratings in the CBRS, or both. However, teachers will still need to enter the assessment system and indicate "exempt," providing a note in the text box when prompted with one of the reasons stated above for the exemption. This will print on your Teacher Comments Report.

NOTE: It is the expectation of VDOE that all students are assessed unless they fall into one of the special circumstances highlighted above. New or transfer students enrolling after your school/division window[3] closes are expected to be assessed as long as the VKRP assessment term[4] is open. In addition, an exemption from the PALS assessment does not automatically exempt a student from the VKRP assessments.

Reports

Reports Overview

VKRP is not just a set of assessments. It is also a reporting system that provides a detailed snapshot of students' skills in the fall and spring. Reports provide detailed, actionable information to help meet students' needs at their current skill level and to give a snapshot of how students' skills have grown across the year.

School and division-level reports provide data that can be used in combination with other data collected to better understand the needs of students at the beginning and end of kindergarten. These data can help guide resource allocation, target professional development, and inform instruction for the following academic year.

VKRP provides individual and integrated reports across four domains:

- Mathematics (EMAS)

- Self-regulation (CBRS)

- Social skills (CBRS)

- Literacy skills (PALS)

VKRP provides you with four different types of reports:

Classroom-level Reports	Student-level Reports[5]	Family Information Report	Growth Reports
Provide data on all students in a classroom at the domain and subdomain levels	Provide detailed information about a student's skills in math, self-regulation, and social skills	Provides a handout that can be shared or used to communicate information with families	Provide data on how students' skills have grown from fall to spring

Interpreting Reports

The *Interpreting Your VKRP Reports* document, which provides the benchmark for mathematics, self-regulation, and social skills, is found on the VKRP web portal in the "Understanding Reports" page under the *Reports* tab. Suggestions on how to use VKRP data to reflect on interactions and instruction, and utilize the resources provided by VKRP are included in this document.

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[5] For students assessed with both the English-language EMAS and Spanish-language EMAS, they will have two EMAS item-level reports – one that reports data on the English-language EMAS and one that reports data on the Spanish-language EMAS.

Types of Data Included in Reports

1. **Raw scores and averages** – For mathematics, this is the total number of items a student got correct. For self-regulation and social skills, this is the average rating that a student received across items.

2. **Scaled scores** – For the reports that include EMAS total raw scores, a scaled score is also included. Because the number and difficulty of items differ across the fall and spring assessments, we convert the raw score into a scaled score so you can track your students' mathematics growth from fall to spring.

3. **Benchmarks** – Benchmarks for the mathematics (Early Mathematics Assessment System; EMAS), self-regulation, and social skills (Child Behavior Rating Scale; CBRS) assessments were established using developmental expectations in conjunction with data collected across the Commonwealth over the 2015-2019 pilot phase.

   Benchmarks can provide a quick, first-pass means of interpreting a student's scores. For instance, a student who scores well above the benchmark in a given early learning area, likely possesses a high level of skill and could benefit from additional challenges in that area. For students whose scores are falling well below the established benchmark for that domain, additional support may be needed to help the student's skill development. Similarly, you will most likely need to provide additional scaffolding to students whose scores are falling close to the benchmark, including those who are slightly above it.

   Although derived theoretically, it is important to recognize that imposing a benchmark on a measure that assesses students' skills provides only a rough, imprecise estimate, which can be particularly problematic for students who score just above or below a particular threshold. **For these reasons, we do not recommend using whether or not a student is above or below the benchmark as the sole criterion for understanding his or her skills within an early learning domain**. For all students, continual progress monitoring is critical as students develop skills at different rates and respond differently to instruction and scaffolding

4. **Item-level data** – For the student-level mathematics, social skills, and self-regulation reports, data is provided for each individual task which indicates a student's score or rating on that item.

Accessing the Report Dashboard

On the VKRP landing page, select *Reports* on the menu bar and choose "My Reporting Dashboard" from the list. You can access any of your reports using the dropdown lists displayed on the dashboard. The report you select will automatically display on the page.

Dropdown Lists:

District – The only value in the list will be your school division.
School – The only value in the list will be your school.
Classroom – The only value in the list will be your name and your classroom. If you have more than one class, each class will be listed separately. For example:

- Teacher - Kindergarten AM

- Teacher - Kindergarten PM

Student – All of the students in your classroom will be listed in alphabetical order.

Assessment Term – Toggle between fall and spring reports within the same school year.

NOTE: When you are viewing student-level reports, the label "Classroom" becomes a hyperlink that you can click to get back to your classroom-level report.

Accessing Classroom Reports

There are two ways to access classroom reports:

1. Select your classroom from the dropdown list on the report dashboard.

2. Select "View Classroom Reports" on your landing page (see diagram on **page 5**, item I).

Classroom Overview Report Structure

A. **Classroom Report Menu** – You can use this list to move between reports in this level without going back to the report dashboard.

B. **Sort Results** – Reports can be sorted by name or score by clicking on a column header.

C. **Student List** – Select a student's name or score to see an individual student report.

D. **Instructional Resources** – Checked boxes in this area link to recommended resources at the classroom-level.

E. **Downloads** – Another browser tab will open in PDF format where you can print or save the report(s):

1. Current Report – Selecting this option opens the current report displayed.

2. All Reports – Selecting this option opens all reports in this specific report level (i.e., classroom).

Classroom Overview Report Diagram

Classroom Summary Report Structure

Item-level summary reports (listed as reports 2-7 in the Classroom Report Menu on **page 24**, item A) are available for the subdomains of the EMAS, CBRS, and Well-Being items. These reports function similarly to the Classroom Overview report (i.e., sortable column headers, download options) but display item-level information for all students in a classroom in one table.

Classroom Summary Report Diagram

Accessing Student Reports

There are three ways to access student reports:

1. Select a student's name from the dropdown list on the report dashboard.

2. Select "View Reports" next to a student's name on your landing page (see diagram on **page 5**, item N).

3. Select a student's name or score when viewing the Classroom Overview (see diagram on **page 24**, item C).

Student Overview Report Structure

A. **Student Report Menu** – You can use this list to move between reports in this level without going back to the report dashboard.

B. **Instructional Resources** – Checked boxes in this area link to recommended resources at the student-level.

C. **Downloads** – Another browser tab will open in PDF format where you can print or save the report(s):

1. Current Report – Selecting this option opens the current report displayed.

2. All Reports – Selecting this option opens all student-level reports for the student being viewed.

3. All Students – Selecting this option opens the report displayed for all students in your class.

Student Overview Report Diagram

Resources

Teachers are increasingly expected to use data to inform their instruction. However, it is not always clear how to transform data into usable information. VKRP provides support in this process by linking results from the VKRP assessments to a set of instructional resources in the areas of mathematics, self-regulation, and social skills. Resources are linked at both the classroom and student level.

The key skill guides were developed by researchers at CASTL with expertise in teacher-child interactions and instruction. Many of them have been used as part of professional development programs for teachers. The resources are not intended to replace curricula but can be used to supplement instruction in the classroom.

VKRP instructional resources are categorized to match the domains (and subdomains) of mathematics, self-regulation, and social skills.
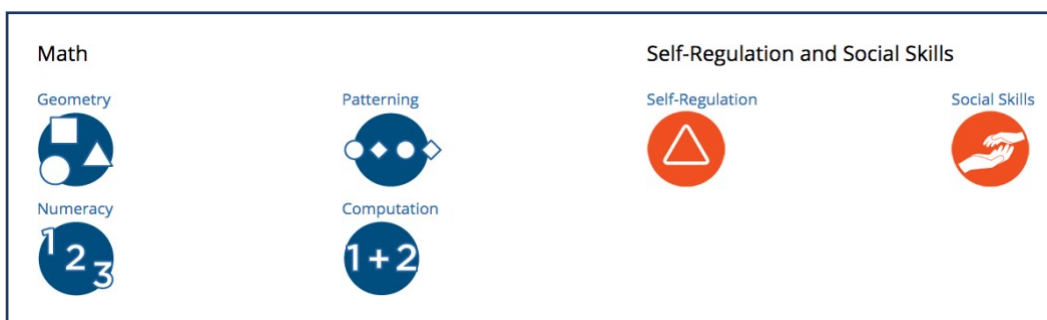
Accessing Resources

On the VKRP landing page, select *Instructional Resources* and choose "Resources Overview" to view all available resources grouped by domain and sub-domain, or you can choose a specific learning area to view from the list. Another way to get to the resources is by selecting any of the links listed under *Instructional Resources* in the classroom-level or student-level reports.

Each domain and subdomain has its own page that includes the following sections:

- What is it? – defines the learning area
- Key Skills – documents that describe:
    - What is it?
    - Why is it important?
    - How does it develop?
    - Strategies to support development
    - Integrating (skills) throughout the day
- Resources and Activities – lists various activities that support the specific learning area

Supporting Readiness Skills

Additional resources and websites that have been carefully vetted are available on our public website, vkrponline.org, for families and teachers to use to support children's school readiness skills. Click on the image below to be directed to VKRP's Readiness Resource Library or visit https://vkrponline.org/virginia-kindergarten-readiness-program-2/resources/for-supporting-readiness-skills/.

FOR EDUCATORS AND FAMILIES

Supporting Readiness Skills

We know children benefit most when schools and families can work together to support children's early readiness skills. Included in our readiness resource library is a list of resources and websites that promote readiness skills in the areas of mathematics, literacy, self-regulation, and social skills. In addition, resources for supporting children with different abilities and English Learners provide guidance on supporting all young students.

→ **Visit Our Readiness Resource Library**

Family Support

Accessing the Family Information Report

A Family Information Report is available for each student and can be printed and distributed to families. While in the student-level report, select "Family Information Report" from the report menu (see diagram on **page 26**, item A). This report includes the student's total scores across each domain (mathematics, self-regulation, social skills, and literacy), and provides a brief explanation of how each score compares to benchmarks.

NOTE: For the Spanish translation of the Family Information Report, teachers will need to write the student's scores in the table.

Accessing the Family Resources Packet

Links to the fall Family Resources Packet (see below), in English and Spanish, can be found at the bottom of the Family Information Report. The fall version of the Family Resources Packet provides information about typical mathematics and social-emotional skills students will continue to work on in kindergarten and includes suggested at-home activities for families to try. This packet can also be accessed by clicking *Reports* on the menu bar and choosing "Understanding Reports" from the list.

Online Resources for Families

Families who have access to the internet are encouraged to visit our public website, vkrponline.org, to learn more about how VKRP benefits their children, why measuring readiness skills are essential for children's success in school and life, and how VKRP measures readiness skills. Click on the image below to be directed to VKRP's For Families section or visit https://vkrponline.org/virginia-kindergarten-readiness-program-2/for-families/.

Troubleshooting Technical Issues/Contact Us

Below are our recommendations for using the VKRP web application and our suggestions for troubleshooting:

Check your internet speed.

- First, if you are using wireless internet, ensure you are close to your router, so your signal is strong.

- Next, you can check the speed of your wireless connection by going to: speedof.me

    o Near the bottom of the page, click "Start Test." Let the test run until you get results for a download and upload speed. **We recommend a download speed of at least 3.1 Mbps, with a preferred speed of 5.0 Mbps.**
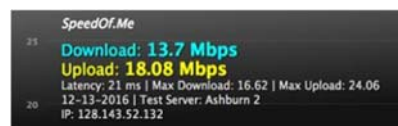
Sample results from speed test

Check your browser.

- Ensure your browser is updated to the most recent version.

- We recommend the following browsers:

	Minimum Version	Recommended Version
Google Chrome	v. 11	v. 83+
Mozilla Firefox	v. 4	v. 77+
Internet Explorer	v. 10	v. 11+
Safari	v. 7	v. 13.1+

Check your pop-up blocker settings.

- Pop-up blockers must be **disabled** to use the VKRP web application.

- This site shows you how to disable your pop-up blocker: https://wmich.edu/helpdesk/internetdisablepopups

- If you cannot disable your pop-up blocker, check with your school's IT support. You may need to add the VKRP site to a list of safe websites.

Contact your school's IT support.

- Contact your school's IT support staff for assistance with the above.

Contact VKRP.

- For questions concerning VKRP assessments:

    Use the chat window feature in the application

    (866) 301-8278, ext. 1

    vkrp@virginia.edu

Appendix A: EMAS Items and SOL/Trajectory Alignment

Module 1: Geometry				
Skill	**Item**	**Task**	**SOL**	**Trajectory**
Shape Recognition	Recognize and name a rectangle	Task 1	Recognize and name shapes (circle, triangle, rectangle, and square) (FB.4c) Identify and describe plane figures (circle, triangle, square, and rectangle) (K.10a)	Recognize some nontypical squares and triangles and may recognize some rectangles, but usually not rhombuses
	Recognize and name a rotated triangle	Task 2	Identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space (K.10c)	Recognize some nontypical squares and triangles and may recognize some rectangles, but usually not rhombuses
	Recognize and name a rotated square	Task 3	Identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space (K.10c)	Recognize more sizes and orientations of rectangles
	Recognize and name an isosceles triangle	Task 4	Identify and describe plane figures (circle, triangle, square, and rectangle) (K.10a)	Recognize some nontypical squares and triangles and may recognize some rectangles, but usually not rhombuses
Shape Properties	Recognize a shape with 4 equal sides (square)	Task 5	Identify and describe plane figures (circle, triangle, square, and rectangle) (K.10a) Identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles (1.11a)	Recognize properties of shapes and recognize sides as distinct geometric properties
	Recognize shapes with 3 angles (triangle)	Task 6	Identify and describe plane figures (circle, triangle, square, and rectangle) (K.10a) Identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles (1.11a)	Recognize properties of shapes and recognize sides as distinct geometric properties

| Composing Shapes | Composing a new shape out of smaller shapes ("Can you put any of these shapes together to make a square?") | Task 7 | n/a | Make new shapes out of smaller shapes |
| | Composing a new shape out of smaller shapes ("Can you put any of these shapes together to make a rectangle?") | Task 8 | n/a | Make new shapes out of smaller shapes |

Module 2: Patterning

Skill	Item	Task	SOL	Trajectory
Reproducing Patterns	Reproduce ABAB pattern	Task 1	Identify, describe, extend, create, and transfer repeating patterns (K.13)	Duplicate simple ABAB patterns and then ABBABB patterns
	Reproduce ABBABB pattern	Task 3	Identify, describe, extend, create, and transfer repeating patterns (K.13)	Duplicate simple ABAB patterns and then ABBABB patterns
Extending Patterns	Extend ABAB pattern	Task 2	Identify, describe, extend, create, and transfer repeating patterns (K.13)	Extend more complex patterns, such as ABBABB by adding on several ABB units to the end of the pattern
	Extend ABBBABB pattern	Task 4	Identify, describe, extend, create, and transfer repeating patterns (K.13)	Extend more complex patterns, such as ABBABB by adding on several ABB units to the end of the pattern
Creating Patterns	Creating patterns (3 repeats of 3 pictures)	Task 5	Identify, describe, extend, create, and transfer repeating patterns (K.13)	n/a

123 Module 3: Numeracy

Skill	Item	Task	SOL	Trajectory
Counting and Cardinality	Verbal counting to 20 ("Please count as high as you can.")	Task 1	Count forward to 20 or more; count backward from 5 (FB.1a) Count forward orally by ones from 0 to 100 (K.3a)	Count accurately to 20+
	Determine numbers just after or just before ("Which number comes before 5?")	Task 2	Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10 (K.3c)	Tell you the number immediately before or after another number without starting at 1
	Determine numbers just after or just before ("Which number comes before 8?")	Task 3	Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10 (K.3c)	Tell you the number immediately before or after another number without starting at 1
	Count by 10's - 60 blocks ("How many blocks are there altogether?")	Task 4	Count forward by tens to determine the total number of objects to 100 (K.3d) Count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110 (1.1d)	Start "skip counting" by 2s, 5s, and 10s
	One-to-one counting – 6 chips	Task 5	Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence) (FB.1b) Tell how many are in a given set of 20 or fewer objects by counting orally (K.1a)	Accurately count groups with 6 and 10 objects
	Conservation of number I – 6 chips ("How many are under here?")	Task 6	n/a	n/a
	Conservation of number II – 6 chips ("How many chips are there now?")	Task 7	n/a	n/a
Subitizing	Subitizing – 5 dots ("How many dots did you see?")	Task 8	n/a	Instantly recognize collections up to 5
	Subitizing – 6 dots ("How many dots did you see?")	Task 9	n/a	Say the number of objects in the group

Comparing and Ordering Numbers	Determine how many more in one group than another - 2 and 3 ("How many more do I have than you?")	Task 10	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)	Compare sets accurately by counting, even when a larger group's objects are physically smaller; Figure out how many more or less
	Determine how many more in one group than another - 4 and 1 ("How many more do you have than me?")	Task 11	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)	Compare sets accurately by counting, even when a larger group's objects are physically smaller; Figure out how many more or less.
Composing and Decomposing Numbers	Show ways to make 5 ("Can you show me a different way I can make a group of five by putting some chips in one pile and some chips in another pile?")	Task 12	Recognize and describe with fluency part-whole relationships for numbers up to 5 (K.4a)	Solve addition and part-part-whole problems by direct modeling, counting all, and using objects; Understand some basic part-whole concepts; Can sometimes start unknown problems by trial and error
	Show ways to make 7 ("Can you show me a different way I can make a group of seven by putting some chips in one pile and some chips in another pile?")	Task 13	Investigate and describe part-whole relationships for numbers up to 10 (K.4b) Recognize and describe with fluency part-whole relationships for numbers up to 10 (1.7a)	Solve addition and part-part-whole problems by direct modeling, counting all, and using objects; Understand some basic part-whole concepts; Can sometimes start unknown problems by trial and error
Numerals	Write numerals to represent a quantity - 5	Task 14	Read, write, and represent numbers from 0 through 20 (K.1b)	Copy and/or write numerals 0 to 9.
	Write numerals to represent a quantity - 9	Task 15	Read, write, and represent numbers from 0 through 20 (K.1b)	Copy and/or write numerals 0 to 9

	Module 4: Computation			
Skill	**Item**	**Task**	**SOL**	**Trajectory**
Addition	Adding with a ten-frame ("Here are 3 cookies. If I give you two more, how many cookies will you have altogether?")	Task 1	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)	Add and subtract small numbers (up to 3+2) using objects
	Adding with objects ("Bear has three cookies. His mom gives him one more. How many cookies does Bear have altogether?")	Task 4	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)	Add and subtract small numbers (up to 3+2) using objects
	Part-part-whole, result unknown (5+4=X) ("Bear has 5 yellow balloons. His mother gives him 4 red balloons. How many balloons does Bear have now?")	Task 7	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)	Use counting strategies to solve addition problems such as finger patterns or counting on
Subtraction	Subtracting with a ten-frame ("Here are three cookies. If you take one away, how many cookies would you have left?")	Task 2	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)	Add and subtract small numbers (up to 3+2) using objects
	Subtracting with a ten-frame ("Here are five cookies. If you take two away, how many cookies would you have left?")	Task 3	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)	Add and subtract small numbers (up to 3+2) using objects
	Subtraction with objects ("Cat had three cookies. He gave two away. How many cookies did Cat have left?")	Task 5	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)	Add and subtract small numbers (up to 3+2) using objects
	Subtraction with objects ("Bear has 9 balloons and he gives 2 to Duck. How many does he have left?")	Task 6	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)	Solve subtraction problems by separating objects

Appendix B: Copy of CBRS and Applicable SOL Alignment

Child Behavior Rating Scale (CBRS)

Purpose:
The purpose of this instrument is to examine children's well-being and behavior with other children, adults, and materials in a classroom or virtual classroom setting. **This form should only be completed by teachers who interact regularly with the child (in-person or virtually).**

Teacher Instructions:
You will complete one CBRS for each individual child in your class.

Please complete all items on this instrument to the best of your ability by choosing the response number that best indicates how frequently the child exhibits the behavior(s) described in a particular item.

Never	Rarely	Sometimes	Frequently/ usually	Always
1	2	3	4	5

The response numbers for items 1-22 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.

Please read items 12, 13, 20, 21 carefully (marked with asterisk). They are worded differently than the rest of the items.

There are three items at the end of the scale that ask you to rate how concerned you are about a child's social-emotional well-being and how often you interact with the child virtually and in-person.

	Never	Rarely	Sometimes	Frequently/ Usually	Always
1. Observes rules and follows directions without requiring repeated reminders.	1	2	3	4	5
2. Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.	1	2	3	4	5
3. Completes tasks successfully.	1	2	3	4	5
4. Attempts new challenging tasks.	1	2	3	4	5
5. Concentrates when working on a task; is not easily distracted by surrounding activities.	1	2	3	4	5
6. Responds to instructions and then begins an appropriate task without being reminded.	1	2	3	4	5
7. Takes time to do his/her best on a task.	1	2	3	4	5
8. Finds and organizes materials and works in an appropriate place when activities are initiated.	1	2	3	4	5
9. Sees own errors in a task and corrects them.	1	2	3	4	5
10. Returns to unfinished tasks after interruption.	1	2	3	4	5
11. Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.	1	2	3	4	5
12. *Expresses hostility to other children verbally (teasing, threats, taunts, name calling, "I don't like you," etc.).	1	2	3	4	5
13. * Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).	1	2	3	4	5
14. Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others.	1	2	3	4	5
15. Takes turns in a game situation with toys, materials, and other things without being told to do so.	1	2	3	4	5
16.Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.	1	2	3	4	5

CBRS – July, 2012

Bronson, M. B., Goodson, B. D., Layzer, J. I., & Love, J. M. (1990). Child behavior rating scale. Cambridge, MA: Abt Associates. (Items 1 -17)

	Never	Rarely	Sometimes	Frequently/ Usually	Always
17. Does not fuss when he/she has to wait briefly to get attention from teacher or another adult; child may be asked once to wait by teacher or adult.	1	2	3	4	5
18. Calms down after becoming upset, frustrated, or angry.	1	2	3	4	5
19. Adapts when plans change; goes with the flow.	1	2	3	4	5
20. *Is withdrawn from people or activities.	1	2	3	4	5
21. *Appears worried or anxious.	1	2	3	4	5
22. Smiles, laughs, and responds positively to other children or adults.	1	2	3	4	5

	Not at all	Slightly	Moderately	Very	Extremely
How concerned are you about this child's social-emotional well-being?	1	2	3	4	5

	Days per week					
How often do you interact with this student in terms of in-person instruction?	0	1	2	3	4	5
How often do you interact with this student in terms of virtual instruction?	0	1	2	3	4	5

COMMENTS:

NOTE: Please observe student confidentiality guidelines when using the hard copy version of the CBRS.

Self-Regulation

Subscale Items	✓ Observes rules and follows directions without requiring repeated reminders. ✓ Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way ✓ Completes tasks successfully ✓ Attempts new challenging tasks ✓ Concentrates when working on a task; is not easily distracted by surrounding activities. ✓ Responds to instructions and then begins an appropriate task without being reminded ✓ Takes time to do his/her best on a task ✓ Finds and organizes materials and works in an appropriate place when activities are initiated ✓ Sees own errors in a task and corrects them Returns to unfinished tasks after interruption
Applicable Standards of Learning	✓ Experience success and positive feelings about self (Family Life K.1) ✓ Experience respect from and for others (Family Life K.2) ✓ Become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself (Family Life K.3) ✓ Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others. (Health K.3p) ✓ Apply strategies for establishing social and physical barriers, to include polite refusal skills, cooperation with others, and adaptation to change (Health K.3q) ✓ Taking care of personal belongings and respecting what belongs to others (History & Social Science K.10c) ✓ Following rules and understanding the consequences of breaking rules (History & Social Science K.10d) ✓ Practicing honesty, self-control, and kindness to others (History & Social Science K.10e) ✓ Participating successfully in group settings (History & Social Science K.10g)

🤝 Social Skills

Subscale Items	✓ Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property ✓ Expresses hostility to other children verbally (teasing, threats, taunts, name calling, "I don't like you," etc.) ✓ Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting) ✓ Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others ✓ Takes turns in a game situation with toys, materials, and other things without being told to do so ✓ Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes ✓ Does not fuss when he/she has to wait briefly to get attention from teacher or other adults; child may be asked once to wait by the teacher or adult
Applicable Standards of Learning	✓ Experience success and positive feelings about self (Family Life K.1) ✓ Experience respect from and for others (Family Life K.2) ✓ Become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself (Family Life K.3) ✓ Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others (Health K.3p) ✓ Apply strategies for establishing social and physical barriers, to include polite refusal skills, cooperation with others, and adaptation to change (Health K.3q) ✓ Taking turns and sharing (History & Social Science K.10a) ✓ Taking care of personal belongings and respecting what belongs to others (History & Social Science K.10c) ✓ Following rules and understanding the consequences of breaking rules (History & Social Science K.10d) ✓ Practicing honesty, self-control, and kindness to others (History & Social Science K.10e) ✓ Participating successfully in group settings (History & Social Science K.10g) ✓ Demonstrate cooperative and safe play (Physical Education K.4)

Appendix C: Using VKRP with English Learners

Best Practices and Important Considerations

The **Virginia Kindergarten Readiness Program (VKRP)** and the **Virginia Department of Education (VDOE)** provides the following guidance and best assessment practice resources for the VKRP assessment system with young students who are English Learners (ELLs).[6] The guidance addresses the administration and limits on the interpretation for the Early Mathematics Assessment System (EMAS) and the Child Behavior Rating Scale (CBRS). The PALS office provides guidance on the Phonological Awareness Literacy Screening (PALS) assessment with students who are ELLs https://pals.virginia.edu/resources/Literacy_Assessments_for_ELLs.pdf.

For students who are English Learners, linguistic, cultural, and contextual factors are critical considerations for the accurate assessment of skills[7] and can affect performance results.

Consider Information about children's early language and learning experiences

Collecting and using information from the family about their child's early language, literacy, and learning experiences ensures the appropriate selection of assessment instruments and interpretation of results.[8]

Examine children's early learning skills in *both* English and their home language

For a child who is an EL, assessing skills only in English may underestimate their knowledge and skills in a particular content area.[9] Assessments should be carefully translated into a child's home language with sensitivity to the cultural components of language, validated for use within this population, and those administering the assessment should have both cultural and linguistic competence that align with the student.[10] When interpreting the assessment results, knowledge and consideration of second language and literacy acquisition,[11] is critical.[12]

EMAS (Early Math Assessment System) Administration & Interpretation

Three Options

1. **Administer the EMAS in English**. If the EMAS is administered only in English to a student whose home language is not English, it is important to consider the extent to which the score is reflective of their mathematics skills or whether linguistic factors may be influencing the score.

2. **Administer the EMAS in the student's home language.** If the EMAS is administered only in the student's home language, it is important to consider that the student's capacity to demonstrate their

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[6] Terms used for English learners include EL (English learner), ELL (English language learner), DLL (Dual language learner) and LEP (Limited English proficient). Irwin, Clare, "Establishing shared terminology: Commonly used terms for English learners." *The Consultation Center at Yale.* Yale University, Yale School of Medicine, 2017.

[7] Pena, Elizabeth D., and Tamara G. Halle. "Assessing preschool dual language learners: Traveling a multiforked road." *Child Development Perspectives* 5.1 (2011): 28-32.

[8] National Academies of Sciences, Engineering, and Medicine. *Promoting the educational success of children and youth learning English: Promising futures*. National Academies Press, 2017.

[9] National Academies of Sciences, Engineering, and Medicine.

[10] Barrueco, S., Lopez, M., Ong, C., & Lozano, P. (2012). *Assessing Spanish-English bilingual preschoolers: A guide to best approaches and measures*. Paul H Brookes Publishing.

[11] Espinosa, Linda M., and Eugene García. "Developmental assessment of young dual language learners with a focus on Kindergarten entry assessments: Implications for state policies." *Working paper# 1. Center for early care and education research dual language learners (CECER-DLL)*. The University of North Carolina, Frank Porter Graham Child Development Institute Chapel Hill, 2012.

[12] National Academies of Sciences, Engineering, and Medicine.

skill development in English has not been assessed. If the student's home language is Spanish, select the Spanish-language EMAS. For students whose home language is not English or Spanish, the EMAS must be locally translated prior to assessment administration. You will need to indicate within the English EMAS that the administration was non-standard and explain the procedures used to administer the EMAS in the student's home language.

3. **For students whose home language is Spanish, administer the EMAS in English AND the student's home language.** This allows for the examination of a student's mathematics performance in both their home language and English, and to understand growth in skills from fall to spring. At this time, this option is only available for students who are English-Spanish Language Learners.

NOTE: Administering the EMAS in the student's home language may provide valuable information on their mathematics skills. However, we do not have psychometric data on the EMAS when administered in a language other than English. Specifically, at this time, we are not able to claim equivalence between the English-language and Spanish-language EMAS. Therefore, scores on the Spanish-language EMAS and English-EMAS could be giving you different, but equally valuable, information about students' mathematics proficiency in English and their home language.

CBRS (Child Behavior Rating Scale) Interpretation

The CBRS is a reliable and valid rating scale that teachers use to measure students' self-regulation and social skills. The CBRS has been used in samples of young children that have included children whose home language is not English. Using Virginia's most recent VKRP data, the CBRS demonstrates good sub-scale reliability and the two-factor structure (self-regulation and social skills subscales) shows adequate fit in a sample of kindergarten students identified as EL. In addition, the correlations among the CBRS (self-regulation and social skills) with the EMAS (math) and PALS (literacy) sum scores is in the same direction and has approximately the same magnitude when comparing students identified as EL with those who are not. Thus, the data suggest that the CBRS can be used with students who are identified as EL. However, teacher's ratings of EL's self-regulation and social skills using the CBRS should be interpreted with caution for the reasons we describe below.

If a child scores low on the self-regulation or social skills subscales, the CBRS provides useful information that the student is struggling to engage in behaviors they need to be successful in the classroom.

For example, the CBRS includes items such as:

- Completes tasks successfully

- Responds to instructions and then begins an appropriate task without being reminded

- Sees own errors in a task and corrects them

- Takes turns in a game situation with toys, materials, and other things without being told to do so

- Complies with adult directives

However, the data do not provide information as to *why* the student is struggling.

If a student never or rarely engages in these behaviors successfully, it could be because they are still developing foundational self-regulation or social skills. For students who are ELs, it could be that they do not yet have the English receptive and/or expressive language and/or literacy skills needed to engage in these tasks within the classroom, especially if classroom instruction is provided in English only.

The data from the CBRS can guide next steps. However, it needs to be combined with other information in order to best support the student. For students who are ELs, knowing their English receptive and expressive language skills as well as their early English literacy skills are critical.

Resources on Best Assessment Practices

- National Academies of Sciences, Engineering and Medicine (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures.* www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english

- National Center on Early Childhood Development, Teaching and Learning (2016). *Webinar: Assessment of Young Dual Language Learners.* https://eclkc.ohs.acf.hhs.gov/video/assessment-young-dual-language-learners

- Guzman-Orth, Lopez, & Tolentino (2017). *A Framework for the Dual Language Assessment of Young Dual Language Learners in the United States.* https://files.eric.ed.gov/fulltext/EJ1168394.pdf

- National Research Summit on the Early Care and Education of Dual Language Learners, DC (2014). http://www.cal.org/resource-center/publications-products/national-research-summit-resources