Create high-quality assessments for all K-2 students that are developmentally age appropriate, valid, reliable, and align with the Connecticut Grade Level Expectations in Mathematics, Science, and Language Arts.

Create a comprehensive K-2 assessment system based on needs and interests of districts.

Research current assessment K-2 practices created locally and nationally.

Develop assessment development work teams.

Catalogue assessments items by grade/content/standard.

Communicate and coordinate with CSDE.
## K–2 Assessment Consortium

<table>
<thead>
<tr>
<th>Stage</th>
<th>Action Steps</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collect district calendars and assessments&lt;br&gt;Research existing K-2 assessments in the 3 content areas of math, science and language arts&lt;br&gt;Compile and organize findings&lt;br&gt;Create Assessment Rubric to incorporate considerations</td>
<td>Summer 2009</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>Conduct content committee meetings to examine existing assessments&lt;br&gt;Create K-2 assessments and format&lt;br&gt;Create assessment timelines&lt;br&gt;Write protocols for assessment administrations&lt;br&gt;Conduct piloting or field testing opportunities for created assessments and formats&lt;br&gt;Examine data review options for analyzing administered assessments&lt;br&gt;Examine electronic and/or website capabilities for K-2 Assessment Consortium</td>
<td>September 2009 through March 2010</td>
</tr>
<tr>
<td>4</td>
<td>Edit, revise and finalize K-2 assessment formats, administration procedures and data analysis&lt;br&gt;Create a website to serve the K-2 Assessment Consortium</td>
<td>March 2010 through June 2010</td>
</tr>
</tbody>
</table>

### Why are we coming together?

- **Collaborative Professional Learning Community**
  - Identified Need for assessments
  - Understand the GLEs
  - Create a vehicle to share developed assessments
  - **Efficiency of Practice**
    - Duplication of Efforts
    - Resources
Who Participated:

- Ansonia *
- East Hartford
- Hamden
- Hartford *
- Manchester *
- Meriden *
- Naugatuck *
- New Britain *
- Waterbury *
- Windham
- Windsor *

* also piloted assessments

Guiding Principles

- Assessments should be developmentally age appropriate and authentic.

- Summative and formative assessments should be limited in number while still measuring progress over time.

- The collection of assessment data should be student and teacher friendly and not time consuming.

- The assessment process should be inclusive of English language learners and students with disabilities.

- Assessments should be aligned with CT grade level expectations.
# K-2 Assessment Pilot Rubric

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmentally appropriate</td>
<td>Was the task an appropriate length for most students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is this an appropriate task for the grade level?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the task meaningful and have real-world applications?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Does the task allow for multiple modalities?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Is the task sensitive to all students including cultural, linguistic, and diverse learners?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease of use</td>
<td>Are the directions clear and easy to follow?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are the materials accessible?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Is the time indicated for the assessment accurate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the time required for preparation and administration of assessment reasonable?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the assessment easy to score?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informs curricular, instructional and programmatic decisions</td>
<td>Does the rubric allow for efficient scoring of student performance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will the data provide meaningful feedback to all stakeholders?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will the assessment data allow for ongoing progress monitoring?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will the assessment guide and inform instruction?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

# K-2 Assessment Task Template

<table>
<thead>
<tr>
<th>Task Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>[Kindergarten, First, Second]</td>
</tr>
</tbody>
</table>

**Related ILEs:**

- [ ] [ ]

**Format:**

- [ ] [ ] [ ]

**Materials:**

- [ ] [ ] [ ]

**Protocol:**

- [ ] [ ] [ ]

**Scoring/Outcomes Statement:**

- [ ] [ ] [ ]

**Notes:**

- [ ] [ ] [ ]
K–2 Assessment Pilots

- 23 Tasks Piloted
  - 13 Math, 10 Science

- 8 Districts Participated

- 238 Classroom Teachers Participating

- 4,355 students assessed
  (largest number for a task 349 and lowest number 49)

K–2 Pilot Administration of Tasks

Participating teachers should:

- read the protocol for each assessment task
- administer the assessment/s to their students between March 8 and April 16
- score the assessments
- complete the K–2 Assessment Pilot Rubric Review Form for each task administered
- provide comments as needed
- collect hard copies or digital work samples representative of each score for each assessment task administered
- label the samples with grade level, content area and task (i.e. Grade 1 Math Task # 5)
- paper clip student samples to the respective rubric review form
- return the rubric form and student work samples to the district coordinator
Rubrics completed by teachers

Highest average score = 2.8

Lowest average score = 2.1

Variety of student work sent back
Final Review

K–2 Assessment Consortium
Final Task Review

<table>
<thead>
<tr>
<th>Task #</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level: K</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Initial Reviewers</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Revisions made</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Recommended</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Second Reviewers</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Revisions made</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Recommended</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Content Reviewer/s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Changes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

K–2 Assessment Consortium Website

The K–2 Assessment Consortium Website is currently housed on the CRE website under the Teaching and Learning Division

K–2 Consortium Website
What’s Next?

- Introduce website to districts
- Match to Common Core State Standards
- Develop more and better K–2 assessments tasks that address more standards
- Add key vocabulary associated with each grade level content area and other associated documents
- Enhance the website to be more robust
  - Video clips of administration
  - More student work
  - Lesson plans for follow up
  - Search engine

Acknowledgements

- CT SDE Bureau of Teaching and Learning
- Participating Districts and their Staff
- Project Manager – Jessica Martin, CREC
- RESC Personnel
  - Jerry Clapis – CREC
  - Maria Driend – CES
  - Emily Freel – ACES
  - Kara Gavin – CREC
  - Peggy Neal – CREC
  - Barbara Perrone – CREC
  - Sue Palma – EDUCATION CONNECTION
  - Deborah Stipe – EAST CONN
  - Tracy VanVliet – LEARN