



COLORADO DEPARTMENT *of* EDUCATION

School Readiness Assessment Guidance for Kindergarten

Produced By:

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Purpose and Principles

Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K), passed in 2008 with the goal of aligning Colorado's preschool through postsecondary education system. The act included provisions related to school readiness for both the State Board of Education and local education providers. The State Board of Education was required to define school readiness, which was accomplished in 2008. The definition of school readiness adopted by the State Board in 2008 indicated the roles schools, families, and communities have in promoting the readiness of children to succeed in school. The State Board is also required to adopt one or more assessments aligned with the definition of school readiness.

Local education providers are required to ensure all children in publicly-funded preschool or kindergarten receive an individual school readiness plan. Also, local education providers must administer the school readiness assessment to each child in kindergarten. The Colorado Department of Education (CDE) is advising districts to phase-in this provision of CAP4K in either the 2013-14 or 2014-15 school year.

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado State Board of Education Definition, 2008

The purpose of assessing and monitoring school readiness is to understand each child's strengths and needs across the developmental and academic domains to provide a responsive learning environment. Information provided by school readiness assessments is intended to help develop an individual readiness plan that informs instruction. School readiness assessment is not designed as a 'ready or not' assessment, but rather an assessment system that helps identify what next steps and supports will provide the greatest opportunity for each child's growth and success. CAP4K clearly states that school readiness assessment information cannot be used to prevent a child from entering kindergarten or advancing to first grade.

Ready Child, Ready School

Colorado's definition of school readiness promotes the notion of *Ready Child and Ready School*. School readiness describes the status and ongoing progress a child makes within the domains of physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge. By monitoring each child's progress across multiple domains, teachers, parents, schools, and caregivers can provide needed support to promote each child's success in school. It is imperative for schools to respond to the needs of all children by providing them with coordinated support at home and school in order to facilitate improved academic and behavioral outcomes. A multi-tiered system of supports (MTSS) provides a framework to structure the decision making process needed for the selection, implementation, and evaluation of

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supports to provide children. Student progress encouraged by these practices is systematically measured, using data, within a structured problem solving process to drive student success.

Ready Child. Success in school is measured in terms of a child’s progress in the academic domains: literacy, mathematics, social studies, science, the arts, comprehensive health and physical education, language development, and English language proficiency. Yet success in the academic domains is dependent on a child’s progress within the developmental domains: physical development and health, social and emotional development, and positive approaches to learning. Young children learn holistically with growth in one area dependent on growth in other areas. A child’s progress in the developmental domains, including executive function skills, enable a child to focus, manage feelings and behavior, follow multiple step instructions, problem solve, and plan and reflect. These skills are critically important to a child’s ability to progress academically.

Ready School. Children come to school with unique assets in cultural, behavioral, developmental, linguistic, and familial learning experiences that affect their learning and success in school. Improved child outcomes are directly linked to understanding what children bring to school, their experience with school and classroom conditions, teacher practices, and the level of family and community support in continuing learning outside of school (TELL Survey, CDE, 2009, 2011). Quality school readiness assessment provides vital information that identifies children’s strengths and needs so schools are better able to provide appropriate instruction, learning environments, and support to allow each child to learn and thrive. It is noteworthy, that social and emotional development is essential to success in the developmental and academic domains. Often, challenging behaviors highlight an area of social-emotional skill need. Effective school environments recognize and support children across the academic and developmental domains.

Effective learning environments require a strength-based approach to foster positive, successful academic and social behaviors. This results in reduced intensity, frequency, and duration of existing academic and behavior challenges. Effective school systems and classrooms:

- Invest in preventing behavior challenges by establishing expectations/rules for all children, staff, and families while explicitly teaching and reinforcing appropriate behavior. The hallmark of addressing challenging behavior in early childhood is utilizing consistency as well as teaching and re-teaching appropriate behavior throughout the day. This focus on prevention encourages appropriate behavior and helps schools and personnel avoid reactive responses to challenging behaviors.

School Readiness Domains Early Learning and Development Guidelines

Developmental Domains

- **Physical Development and Health**
- **Social and Emotional Development**
- **Logic and Reasoning**
- **Approaches to Learning**

Academic Domains

- **English Language Development**
- **Language Development**
- **Literacy Knowledge and Skills**
- **Mathematics Knowledge and Skills**
- **Science Knowledge and Skills**
- **Social Studies Knowledge and Skills**
- **Creative Arts Expression**

- Have support systems readily available to support families and to identify and address the continuum of academic, developmental and behavioral needs of all children. By creating these responsive systems, potential problems are prevented. Efforts to integrate instruction of the domains across academics, development and behavior at the school-wide and classroom level are supported in research and practice. Research demonstrates a predictive relationship between academics and behavior where success or proficiency in one domain closely predicts success in the other (Filter & Horner, 2009; Lee, Sugai, & Horner, 1999; Preciado, Horner, & Baker, 2009). For example, the integration of early literacy skills and positive behavioral interventions and supports results in reduced challenging behaviors and increased academic achievement.
- Ensure schools and families collaborate as equal partners to share responsibility for children's successes by establishing trusting relationships and maintaining ongoing, two-way communication. Families and communities are integral to learning support systems and their participation as equal partners results in improved child developmental, behavioral and academic outcomes.

This system based approach emphasizes a school's ability to provide a responsive environment which is integral in supporting school readiness and success for all children.

Improving Colorado's Education System

Colorado's school readiness initiative is an essential component of the state's educational improvement policies designed to ensure all Colorado's children graduate ready for college and career. Colorado's educational improvement policies exemplify a continuous improvement cycle at all levels of the educational system: classroom, school, district, and state department of education. Continuous improvement for child learning revolves around four primary questions:

1. What do children need to know, understand, and be able to do? (Plan)
2. How do we teach effectively to ensure every child is learning? How do our youngest children learn? (Do)
3. How do we know children are learning? (Reflect)
4. What do we do when children are not learning or reach mastery before expectation? (Revise)

An analogous cycle of improvement occurs for Colorado teachers as outlined in Senate Bill 10-191, Colorado's Educator Effectiveness Bill. This cycle considers (1) what educators must know and be able to do, (2) what supports facilitate effective educational practices, (3) what evidence demonstrates teaching effectiveness, and (4) what steps can be taken to continuously improve and build upon effective classroom instruction. Likewise, Senate Bill 09-163, Colorado's Education Accountability Act, embodies this cycle for schools/districts, asking administrators to consider (1) what they need to know and be able to do, (2) how their work supports an effective educational system, (3) how they identify and develop effective systemic practices through their leadership, and (4) how they work to build an agile and responsive system that effectively meets the needs of all children. Thus, from micro to a macro levels, Colorado's educational improvement policies establishes a process for continually revisiting the learning we seek for children and improving the work of the adults who serve them.

The school readiness initiative is central to Colorado's education improvement efforts by supporting the right start for each child. Over the 2013-14 and 2014-15 school years, kindergarten teachers in Colorado will be transforming their assessment practices in order to better support young children to be ready for success in school. Kindergarten teachers will have better tools and skills to monitor the status and ongoing progress a child makes within the developmental and academic domains. Families and caregivers will have better information about their child's progress and be provided more opportunity to contribute to their school readiness and success. School and district leaders will have access to more information to inform their school and district improvement efforts. Colorado will have more children ready for success in school and beyond.

Individual School Readiness Plans

Purpose of Individual School Readiness Plans

Much like a puzzle, pieces of the Individual School Readiness Plans are put together throughout the school year. Pieces are added as information is shared from early learning and care environments and from families and caregivers.

School readiness plans are individualized plans required for every kindergartener (pursuant to CAP4K). This plan should unify supports for a child's language, literacy, academic, physical, and behavioral development. The Individual School Readiness Plan is intended to reflect a child's development over the course of a child's kindergarten year. Individual school readiness plans should incorporate all of the elements of other individual student learning plans currently in use, including READ plans (pursuant to legislative requirements), response to intervention (RtI) plans, English language development plans, advanced learning plans (ALPs), and provide appropriate connections to Individualized Education Programs (IEPs). The Individual School Readiness Plan is created through collaboration between teachers (general education and when appropriate, special education), families, and caregivers.

Through these many conversations and activities a picture of the whole child takes shape and the adults who surround that child use this ever-growing understanding to support the child's learning and development.

Individual School Readiness Plan Development and Use

The development and use of Individual School Readiness Plans should document a child's development and learning throughout a school year in order to guide a teacher's instructional planning and decision making and to inform family and caregiver support. The process for developing an Individual School Readiness Plan should respect the fact that families are a child's first and most influential teacher. Effective Individual School Readiness Plans provide families opportunities to inform schools about their children's strengths, needs, and interests. The Individual School Readiness Plan also serves as a tool to help strengthen a family's ability to support their children and reinforce the learning that occurs outside the home.

Effective implementation of Individual School Readiness Plans occurs within the context of a multi-tiered system of support which integrates Response to Intervention (RtI) and Positive Behavioral and Interventions and Supports (PBIS) and additional learning supports into a single, coherent system.

Through a coherent continuum, including universal, targeted, and intensive supports to meet the needs of every child, schools can prevent and close achievement gaps, personalize learning, and ignite the potential of every child. Individual School Readiness Plans provide schools with a means to integrate all academic and behavioral supports for each child.

School readiness plans should:

- Recognize, value, and build on the cultural and linguistic background of children.
- Focus on multiple domains, including language, cognition, motor development, and social skills.
- Address priorities based on strengths and areas for growth related to the child's learning and development.
- Identify specific instructional priorities and action steps to inform instruction and the learning environment.

The creation and maintenance of school readiness plans involve:

- Development by a collaborative team, which includes teaching staff, family members, specialists, and/or others requested by the family or program.
- Information from a body of evidence, including data from the school readiness assessment, literacy assessments, and from families and caregivers.
- Identification of supports and instructional strategies implemented to promote children's success, including cross-references to IEP goals as appropriate.
- Ongoing review and update in order to build on strengths and to be a useful, "living" document and action plan.

In order to be a "living" document, its development and use should follow a continuous improvement cycle involving the collection and analysis of data to develop a plan, collection and evaluation of data to determine the effectiveness of the plan, and revision of the plan in order to respond to the growth and needs of each child. An Individual School Readiness Plan should address specific priorities for each child, include strategies for next steps, and identify tools that teachers and families can use to support a child's growth. The diagram below describes the cycle used to inform and revise each plan.

Families, the teacher, and other team members...

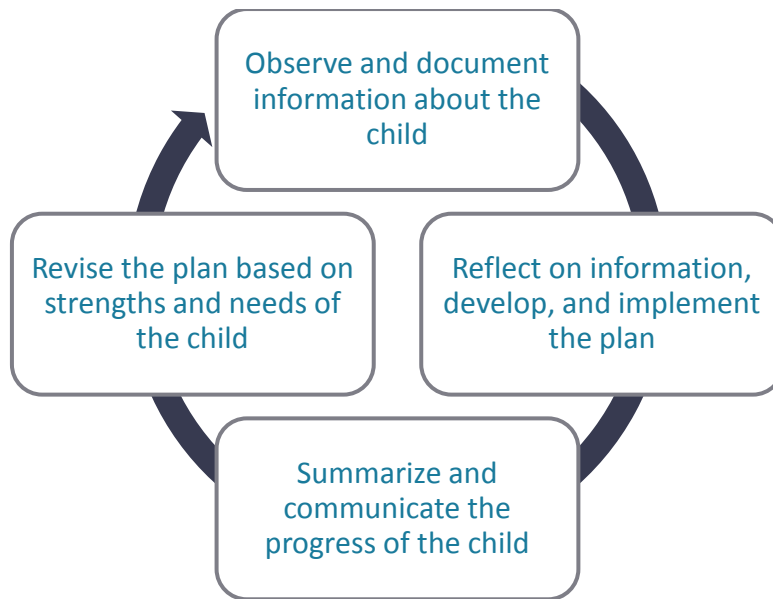


Figure 1. The School Readiness Plan Cycle

The process to use Individual School Readiness Plans should:

- Gather information regarding a child’s strengths and needs across the developmental and academic domains;
- Identify existing resources and supports to meet child’s strengths and needs;
- Promote child success;
- Support transitions between preschool and K and between K and first grade;
- Communicate supports that are in place for a child with first grade teacher; and
- Provide the foundation of intervention, exceptional talent development, or an individual learning plan for first grade.

Given the value of Individual School Readiness Plans in documenting a child’s development over the kindergarten year, districts may choose to use the plans as their kindergarten report card. Doing so eliminates duplication of effort for kindergarten teachers while continuing to provide rich information to families and caregivers of a child’s progress.

Concluding Remarks

In summary, the Individual School Readiness Plans are meant to be a guide for families, teachers and caregivers that routinely report on a child’s progress and provides directions for next steps. While it is important to consider all elements of the developmental and academic domains, plans should focus on the current priorities for each child in order to provide direction for next steps (e.g., interventions, programming for above grade level reading and writing, focus on an academic or behavioral outcome).

Using Assessment Data

The primary purpose of assessment is to inform instruction. Data from child observations and formal assessments should be used to inform the development and use of an Individual School Readiness Plan and to inform instructional decisions for individual children. School readiness assessments rely on observational data to inform teacher and family understanding of a child's progress across the developmental and academic domains.

This section provides information to assist teachers in using data from multiple assessments to inform ratings with the *Teaching Strategies GOLD*® assessment system. As more assessments are added to the approved list of school readiness assessments, this section will be expanded.

Using Teaching Strategies GOLD Data to Inform School Readiness Planning

Teaching Strategies GOLD® blends ongoing, authentic, observational assessment across all areas of development and learning with intentional, focused, performance-assessment tasks for selected literacy and numeracy objectives. Teachers collect evidence of children's knowledge, skills, and behaviors during meaningful everyday experiences in a program setting. The system is inclusive of children with disabilities, children who are developing typically, and children who demonstrate competencies beyond typical developmental expectations. It also supports the assessment of children who are English- and dual-language learners.

Teaching Strategies GOLD® recognizes that young children's development is uneven (and may be significantly asynchronous), that it changes rapidly, and that development and learning are interrelated and overlapping. The assessment system may be used with any developmentally appropriate curriculum; it is not linked exclusively to a particular curriculum.

Using the *Teaching Strategies GOLD*® assessment system in Kindergarten may not look exactly as it does in preschool classrooms. Kindergarten classrooms include more children and fewer adults. Due to concerns about the amount of time it will take to assess each child, CDE is considering possible customizations that will reflect these differences. The 2013-14 school year provides an opportunity to pilot a few options. One option might be to adjust the number of objectives required at each of three checkpoints. Customizations currently considered for the 2013-14 school year are to focus on a few objectives at each checkpoint as illustrated here:

- Fall – November 2013
 - Social-emotional
 - Language
 - Cognitive
 - Literacy (READ Act assessment – see guidance)
 - English language acquisition (WAPT – see guidance)
- Winter – February 2013
 - Social-emotional
 - Language
 - Cognitive
 - Literacy (READ Act assessment – see guidance)

- Mathematics
- Spring – May 2013
 - All objectives, including literacy (READ Act assessment – see guidance)

To inform ratings for literacy and English language acquisition, the following guidance is provided.

Literacy Assessment for School Readiness and the READ Act

The Colorado Department of Education is committed to supporting kindergarten teachers with the implementation of these initiatives in order to better support all children for school success. Results from the READ Act assessments may be used as documentation for the school readiness assessment (*Teaching Strategies GOLD*[®]). Reading assessments provide specific information about a child's progress within the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Language development assessments provide information related to a child's progress in listening, speaking, reading, and writing. Taken together, these assessment data provide a picture of the strengths and needs of each child to inform instruction and intervention.














What is the On-the-Spot Observation Recording Tool?

The *On-the-Spot Observation Recording Tool* is a checklist that enables teachers to quickly collect information related to the physical, literacy, and mathematics objectives. Teachers should print the form with children's names and enter the data gathered. This feature makes it possible to collect information for an entire checkpoint period in one document. It is a good idea to save the printed form to use multiple times throughout a checkpoint period.

Literacy Objectives in Teaching Strategies GOLD[®]

What are the literacy objectives included in the On-the-Spot Observation Recording Tool?

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

DIBELS Next		Beginning	
		FSF	LNF
	2	9	
	2	5	
	7	1	
	2	6	
	15	22	
	6	1	
	26	51	
	2	14	
	7	0	
	0	7	
	0	9	
	0	21	
	0	2	
	4.8	10.2	

Bella and Elle meet the widely held expectation for children their age in GOLD for this objective. They also are at benchmark for fall on DIBELS Next assessments. Both Danica and Calvin are far below the widely held expectation in GOLD, and, analogously, both are in the high-risk category for DIBELS Next.

Similarly with DRA2, teachers may take the information from the Word Analysis tasks, such as Task 3, isolating the initial sound of a word, and use the results to inform Objective 15: Isolates and identifies the beginning sound of a word.

In this classroom during the second week of kindergarten, Felix and Hannah completed the Word Task Analysis. Felix scored a 5, showing some control, and Hannah scored a 0 showing no control.

Phonemic Awareness		
Task 3: Isolating the initial sound of a word (Auditory/Oral)	5	Some Control

In the On-the-Spot tool, the results would be entered like so for Objective 15b: Demonstrates phonological awareness-notices and discriminates alliteration:

GOLD

Area: Literacy ⓘ
Objective: 15 - Demonstrates phonological awareness ⓘ
 Dimension: b. Notices and discriminates alliteration ⓘ
 Includes Common Core State Standards

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet ⓘ		Sings songs and recites rhymes and refrains with repeating initial sounds		Shows awareness that some words begin the same way		Matches beginning sounds of some words		Isolates and identifies the beginning sound of a word	
Common Core (+) State Standards										
Examples (-)			• Sings, "I'm bringing home a baby bumble bee..."		• Says, "Max and Maya...our names start the same!"		• Groups objects or pictures that begin with the same sound • Picks up a toy bear when asked, "What begins the same way as box, baby, and bike?"		• Says /m-m-m/ when asked "What is the first sound of the word milk?" • Responds /t/ after being asked, "What's the beginning sound of toy, toe, teeth?"	
Colored Bands (-)	Orange	Yellow	Green	Blue	Purple					
Felix Martinez	<input type="radio"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Hannah McConnell	<input checked="" type="radio"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9

Felix, showing some control over initial sounds at the beginning of the year, meets the widely-held expectation of level 6 for a kindergarten-aged child. Hannah, who is at “not yet”, is below widely-held expectation. However, if the teachers have observational data which shows her at level 2, that is, she sings songs and recites rhymes with repeating initial sounds, she could be placed there. It would still be below the widely-held expectation, but with this additional data, “not yet” would be an inappropriate placement.

PALS can also be used to help inform the On-the-Spot Observation Tool. The standard PALS-K assessment measures rhyme awareness, beginning sounds, concept of word, alphabet knowledge, and letter sounds. GOLD Objective 15 addresses rhyme and beginning sounds, Objective 16 addresses alphabet knowledge, and Objective 17 addresses concepts of print. In districts choosing to give PALS-K, teachers should utilize PALS-K data as documentation for GOLD objectives 15-17.

Similarly with DRA2, teachers may take the information from questions such as “Tells something about a favorite book” or “Holds and turns pages of a book independently” and enter the information as documentation for GOLD Objective 17: Demonstrates knowledge of print and its uses, a. Uses and appreciates books.

DIBELS Next, DRA2, PALS, and other standardized interim and diagnostic tools and assessments provide specific knowledge to inform the GOLD tool in its reporting of overall school readiness across all the domains of a child’s growth and development. There are crosswalks available of each of the three READ Act assessments and GOLD to make this sharing of information easier. Assessments approved for the purposes of the READ Act and assessments approved for school readiness can be used in partnership to inform instructional decisions for all kindergarten students. The assessments used to inform children’s literacy progress required by the READ Act should work to support ratings within Teaching Strategies GOLD to reduce assessment administration time for kindergarten teachers, provide relevant and actionable information for teachers and families, and support the literacy growth of all children.

Guidance for using W-APT and ACCESS assessment data to inform ratings within TS GOLD

Colorado requires the use of a screening tool to assist in the identification of children who qualify for English Language Acquisition (ELA) programming. The screener is called the W-APT™ which stands for the WIDA-ACCESS Placement Test. There is an additional annual test that measures a child’s progress in acquiring academic English is ACCESS for ELLs®. This assessment is administered to all children identified as an English Learners (NEP and LEP) in grades K-12. Both of these tools can provide information for teachers to use to inform GOLD objectives.

The W-APT screener includes two literacy domains: reading and writing. The following scores in the W-APT screener crosswalk to certain GOLD Objectives:

W-APT™ Reading Conversion Table		GOLD Objective
Raw Score	Skills Description	
0–2	No demonstrable ability	Objective 18: Comprehends and responds to books and other texts b. - Uses emergent reading skills Not yet, Level 1
3–5	Can match simple pictures to each other	Objective: 13 - Uses classification skills Level 2 - Matches similar objects
6–10	Can recognize letters	Objective 16: Demonstrates Knowledge of the Alphabet a. - Identifies and names letters
11–12	Can recognize words	Objective 18: Comprehends and responds to books and other texts b. - Uses emergent reading skills Level 9
13	Can read simple phrases	Objective 18: Comprehends and responds to books and other texts b. - Uses emergent reading skills Level 9

14 - 15	Can read simple sentences	Objective 18: Comprehends and responds to books and other texts b. - Uses emergent reading skills Level 9
W-APT™ Writing Conversion Table		GOLD Objective
Raw Score	Skills Description	
0-3	No ability	Objective: 19 - Demonstrates emergent writing skills Information Dimension: b. Writes to convey meaning Not Yet, Level 1, Level 2, or Level 3
4-7	Can copy letters	Objective: 19 - Demonstrates emergent writing skills Information Dimension: b. Writes to convey meaning Level 4 - Letter Strings * Writes strings of letters * Writes some letters correctly * Writes letters in unconventional order * Begins to separate groups of letters with spaces * May copy environmental print
8-11	Can complete simple words with initial letter	Objective: 19 - Demonstrates emergent writing skills Information Dimension: b. Writes to convey meaning Level 5 - Early Invented Spelling * Uses first letter of word to represent whole word * Writes initial and/or final sounds of a word to represent the whole word *Note: In Spanish, early invented spelling may consist primarily of vowels.
12- 14	Can write simple words	Objective: 19 - Demonstrates emergent writing skills Information Dimension: b. Writes to convey meaning Level 6 - Late Invented Spelling * Begins to include beginning, middle, and ending sounds in words * Represents most of the sounds heard in words in the correct order
15- 16	Can write simple phrases	Objective: 19 - Demonstrates emergent writing skills Information Dimension: b. Writes to convey meaning Level 7

17– 18	Can write simple sentences	Objective: 19 - Demonstrates emergent writing skills Information Dimension: b. Writes to convey meaning Level 7
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The ACCESS assesses listening and speaking. The following levels in the ACCESS assessment inform these GOLD objectives:

ACCESS Listening	GOLD Objective 37 - Demonstrates progress in listening to and understanding English
1 – Entering Knows and uses minimal social language and minimal academic language with visual support	Not Yet or Level 1
2 – Beginning Knows and uses some social English and general academic language with visual support	Level 2: Beginning Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English
3 – Developing Knows and uses social English and some specific academic language with visual support	Level 4: Progressing Responds to common English words and phrases when they are accompanied by gestures or other visual aids
4 – Expanding Knows and uses social English and some technical academic language	Level 6: Increasing Responds to English words and phrases when they are not accompanied by gestures or other visual aids
5 – Bridging Knows and uses social and academic language working with grade level material	Level 8: Advancing Understands increasingly complex phrases used by adults and children
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	Level 9

ACCESS Speaking	Objective: 38 - Demonstrates progress in speaking English
1 – Entering Knows and uses minimal social language and minimal academic language with visual support	Not Yet or Level 1
2 – Beginning Knows and uses some social English and general academic language with visual support	Level 2: Beginning Repeats sounds and words in English, sometimes very quietly
3 – Developing Knows and uses social English and some specific academic language with visual support	Level 4: Progressing Uses a few socially interactive English terms appropriately; uses one or two English words to represent a whole idea
4 – Expanding Knows and uses social English and some technical academic language	Level 6: Increasing Develops multiword phrases by using socially interactive English terms; adds new words to the phrase
5 – Bridging Knows and uses social and academic language working with grade level material	Level 8: Advancing Uses increasingly complex English grammar; makes some mistakes typical of young children
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	Level 9

In short, the information provided by the W-APT and ACCESS assessments can provide valuable information to teachers to inform ratings on English language development within Teaching Strategies GOLD.

Supporting the Needs of All Children within School Readiness Plans

School readiness plans are living documents continuously revised throughout the kindergarten year to reflect the growth and needs of a child. School readiness plans should be inclusive of response to intervention (RtI) plans, English language proficiency plans, and advanced learning plans. Given the requirements for children with disabilities, IEPs should inform the school readiness plan such that general educators and special educators can effectively collaborate to meet the learning needs of children with disabilities.

Future iterations of this document will provide additional information related to English language learners, children with IEPs, children with significant reading deficiencies, and/or children with exceptional potential.

School Readiness Plan Draft Template

All children in publicly funded preschool and kindergarten programs are required to have an Individual School Readiness Plan. Specifically, CAP4K states that local education providers must:

Ensure that each child enrolled in a preschool or kindergarten program operated by the local education provider receives an individualized readiness plan that addresses the preschool standards or kindergarten standards, as appropriate, knowledge and skill areas in which a child needs assistance to make progress toward school readiness.

Beyond this, the statute does not require specific plan components. In order to assist districts with the development of locally relevant Individual School Readiness Plans, CDE has engaged a work group to develop a sample school readiness plan template that districts may voluntarily use. Districts may also use the template to inform the design of their own form or create their own form independently. Other options exist for districts as they consider the most appropriate platform for Individual School Readiness Plans. For example, the school readiness assessment system (i.e., Teaching Strategies GOLD) generates reports that can be used as school readiness plans. Also, child information systems (i.e., Alpine) that have the functionality to create individual child plans can be utilized to generate and house Individual School Readiness Plans. Given the flexibility within statute, districts may consider using Individual Readiness Plans as their report card for kindergarten.

School Readiness Plan Template

Appendix A contains a sample template for an Individual School Readiness Plan. It is designed to illustrate the type of information that will be important to include in each child's plan. Individual Readiness Plans are meant to be living documents that can be easily referred to and adjusted, containing the information needed to identify immediate next steps.

The template includes a "child information" box listing demographic information, as well as any additional plans or special considerations. The rest of the plan is grouped under developmental and academic domains. Within each domain there are three sections:

Strengths and Areas for Growth

Identified goals (strength and concern based), and

Strategies - including the responsible parties, where and how the strategy will be implemented.

As was mentioned previously, this template is a sample. CDE will be collecting examples of the plan formats from districts and posting them online.

School Readiness Plans and READ Plans

The READ Act (HB 12-1238) indicates that kindergarten students who are identified with a significant reading deficiency have a READ plan included within the student's Individual School Readiness Plan. The templates that follow can be used by districts to meet this requirement. The Individual School Readiness Plan for a kindergartener identified with a significant reading deficiency would include the Individual School Readiness Plan template (page 23 in this document) and the READ plan template (pages 25-33 in this document).

Teachers may choose to articulate reading goals in either the READ plan (found on pages 25-33 in this document) or as part of the child's priority growth areas in the Individual School Readiness Plan (found on page 23 in this document).

When a READ plan is required for a kindergartener identified with a significant reading deficiency, the team will want to consider the following as it includes the READ process within an Individual School Readiness Plan:

1. Components of a READ plan need to include: (1) interim, progress monitoring and diagnostic assessment results, (2) progress monitoring information, (3) identification of intervention and universal instruction programs, (4) parent involvement and communication, and (5) supplemental services.
2. The READ portion of the Individual School Readiness Plan becomes a working document to monitor a child's specific progress toward meeting sequential and prioritized goals in reading.
3. The progress monitor section of the READ plan will align with the reading goal(s) and could be populated with the Minimum Reading Skill Competencies as outlined in Section 5.0 of the READ Act rules.

<http://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/readact/download/read%20act%20rules%20for%20state%20board%20rulemaking%20hearing%203-6-13%20final%20adopted%20by%20board%20march%202013%2C%202013.pdf>

As an example, consider that assessment results reveal that a kindergartener, Sam, has a specific reading skill deficiency in phonemic awareness. Sam's goal should address phonemic awareness and then the teacher would select only the progress monitoring section for phonemic awareness. Below is a sample of what the plan could look like.

Specific Reading Skill Deficiency

Indicate by area of priority 1-6

Phonemic Awareness:1 Phonics: 2 Fluency: Choose an item. Vocabulary:Choose an item.
 Oral Language: Choose an item.

READ Plan Goal(s)

List the goals in order of priority and align objectives for progress monitoring to the outlined goals.

GOAL: Sam will increase phonemic awareness skills through various phonemic awareness tasks with 90% accuracy and minimal cuing during structured activities.

Progress monitoring:

Phonemic Awareness

Objective (s)	DATE	Level	Comments	DATE	Level	Comments	DATE	Level	Comments
Blend and segment the onset and rime of single syllable spoken words	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Identify phonemes for letters;	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Identify the initial, medial, and final phoneme of spoken words	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Isolate and pronounce initial, medial vowel, and final sounds	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

in spoken single- syllable words									
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Included in this guidance document is a sample Individual School Readiness Plan (page 22) and a full READ plan template (pages 23-30). It is important to note that the READ plan template is populated with *all* of the minimum reading skill deficiencies a sample only. Teachers and families will identify specific reading goals areas and monitor progress in those areas only.

Both the READ plan and Individual School Readiness Plan templates will be revised based on feedback during the 2013-14 school year, and annually thereafter, as a support to districts. Also, CDE will collect examples of Individual School Readiness Plan templates from across the state to create a bank of options for district consideration.

Appendix A:

Sample Individual School Readiness Plan

Child Information

Name:

DOB:

Gender:

SASID:

School:

- IEP
 504
 Indicators of giftedness
 NEP
 LEP
 PHLOTE
 READ Plan

School Readiness Plan Trimester (1, 2, or 3)

Consider all appropriate goals from the child’s IEP, READ plan, or 504 plan as priority growth areas are identified and strategies are developed.

Developmental Domains	Academic Domains
Strengths and Areas for Growth	Strengths and Areas for Growth
Priority Growth Areas (Strength and Concern Based)	Priority Growth Areas (Strength and Needs Based)
Strategies <i>(insert appropriate number of strategies)</i>	Strategies <i>(insert appropriate number of strategies)</i>
Strategy 1: [insert specific strategy including responsible parties, where, and how the strategy will be implemented]	Strategy 1: [insert specific strategy including responsible parties, where, and how the strategy will be implemented]
Strategy 2: [insert specific strategy including responsible parties, where, and how the strategy will be implemented]	Strategy 2: [insert specific strategy including responsible parties, where, and how the strategy will be implemented]

Appendix B:
Sample READ Plan

READ Plan Benchmark and Probe Results

DATE: Click here to enter a date.
Comments: Click here to enter text.

Screening Assessment: Choose an item.

SCORE: Click here to enter text.

DATE: Click here to enter a date.
Comments: Click here to enter text.

PM Probe Assessment: Choose an item.

SCORE: Click here to enter text.

Diagnostic Results

DATE: Click here to enter a date. **Assessment:** Choose an item. **Score:** Click here to enter text. **Comments:** Click here to enter text.

DATE: Click here to enter a date. **Assessment:** Choose an item. **Score:** Click here to enter text. **Comments:** Click here to enter text.

Specific Reading Skill Deficiency

Indicate by area of priority 1-6

Phonemic Awareness: Choose an item.
Oral Language: Choose an item.

Phonics: Choose an item.

Fluency: Choose an item.

Vocabulary: Choose an item.

READ Plan Goal(s)

List the goals in order of priority and align objectives for progress monitoring to the outlined goals.

GOAL: Click here to enter text.

GOAL: Click here to enter text.

Progress Monitor

Phonological Awareness

Objective (s)	DATE	Level	Comments	DATE	Level	Comments	DATE	Level	Comments
Recognize and produce rhyming words	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Identify and produce groups of words that begin with the same sound (alliteration);	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Count, pronounce, blend, and segment syllables in spoken words.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Phonemic Awareness

Objective (s)	DATE	Level	Comments	DATE	Level	Comments	DATE	Level	Comments
Blend and segment the onset and rime of single syllable spoken words	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Identify phonemes for letters;	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Identify the initial, medial, and final	Click here to enter a	Click here to enter text.	Click here to enter text.	Click here to enter a	Click here to enter text.	Click here to enter text.	Click here to enter a	Click here to enter	Click here to enter text.

phoneme of spoken words	date.			date.			date.	text.	
Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Concept of Print

Objective (s)	DATE	Level	Comments	DATE	Level	Comments	DATE	Level	Comments
Demonstrate understanding of the organization and basic features of print	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Understand that words are separated by spaces in print, also known as concept of word	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Identify the front cover, back cover, and title page of a book;	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Recognize that spoken words are represented in written language by specific sequences of letters	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Alphabetic Principle

Objective (s)	DATE	Level	Comments	DATE	Level	Comments	DATE	Level	Comments
Recognize and name all upper- and lowercase letters of the	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Phonics

Objective (s)	DATE	Level	Comments	DATE	Level	Comments	DATE	Level	Comments
Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Distinguish between similarly spelled words by identifying the sounds of the letters that differ	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Associate the long and short sounds with the common spellings for the five major vowels	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Read text consisting of short sentences comprised of	Click here to enter	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

learned sight words and consonant-vowel-consonant (CVC) words and may also include rebuses that represent words that cannot be decoded or recognized	a date.								
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Vocabulary Development

Objective (s)	DATE	Level	Comments	DATE	Level	Comments	DATE	Level	Comments
Identify new meanings for familiar words and apply them accurately	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Use the most frequently occurring inflections and affixes	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Use new vocabulary that is directly taught through reading, speaking, and listening;	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Relate new vocabulary to prior knowledge	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Oral Language

Objective (s)	DATE	Level	Comments	DATE	Level	Comments	DATE	Level	Comments
Use words and phrases acquired through conversations, reading and being read to, and responding to texts	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Ask and answer questions in order to seek help, get information, or clarify something that is not understood	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Participate in collaborative conversations with	Click here to enter a	Click here to enter text.	Click here to enter text.	Click here to enter a	Click here to enter text.	Click here to enter text.	Click here to enter a	Click here to enter	Click here to enter text.

diverse partners about Kindergarten topics and texts with peers and adults in small and large groups	date.			date.			date.	text.	
Listen with comprehension to follow two-step directions	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Listening Comprehension

Objective (s)	DATE	Level	Comments	DATE	Level	Comments	DATE	Level	Comments
With prompting and support, answer questions about key details in a text	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
With prompting and support, identify characters, settings, and major events in a story	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Recognize common types of texts	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Reading Interventions /Additional Reading Services

The information listed below is designed to help develop reading proficiency and are above and beyond CORE instruction.

Level of Interventions: Choose an item.

Intervention Program: Choose an item.

If "Other" was selected please describe: [Click here to enter text.](#)

Universal Program

Select the universal program the student is receiving for reading instruction.

Universal Program: Choose an item.

If "Other" was selected please describe: [Click here to enter text.](#)

Home Communication

DATE	Communication	Comments	DATE	Communication	Comments	Date	Communication	Comments
Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.
DATE	Communication	Comments	DATE	Communication	Comments	Date	Communication	Comments
Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.

Supplemental Services

Identify any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

TYPE OF SERVICE: Choose an item.

FREQUENCY OF SERVICE: [Click here to enter text.](#)

HOW THE SERVICE WILL

ACCELERATE READING SKILL DEVELOPMENT: [Click here to enter text.](#)

PER PUPIL FUNDING

How was per-pupil funding used for this student, indicate as many as apply to the student.

Summer School:

Full day kindergarten:

Approved Intervention:

Tutoring (beyond school hours):