



KINDERGARTEN MANUAL

Spring 2021

Dear Kindergarten Teacher,

Greetings! Whether you are teaching virtually, in-person, or using a hybrid instructional approach, we at VKRP send our best for a smooth remainder of the school year with good health and positive interactions with students. We are grateful for your continued commitment to your students' well-being and success, even as you are dealing with all of the challenges of teaching during a global pandemic.

VKRP provides actionable information to assist teachers, leaders, and policymakers to work towards providing each and every child with equitable opportunities to succeed in school. VKRP saw a significant drop in completion rates in fall 2020, compared to fall 2019. In addition, compared with fall 2019, a larger percentage of students arrived in classrooms needing additional support in at least one of 4 key areas: literacy, mathematics, self-regulation, and social skills. Students needing additional support were disproportionately from marginalized populations (Black and Hispanic children; English Language/Multilingual Learners; children from economically marginalized families; students with IEPs). Because of this, it is critically important that VKRP has a successful spring assessment term and that data collected are fully representative of students in the Commonwealth.

To ensure equitable access to VKRP as well as a fully representative assessment data statewide, the Virginia Department of Education has expanded the spring assessment term from **April 19 – June 4**. Within this spring term, divisions will have flexibility in determining their assessment window (see [Superintendent Memo 059-21](#)). Additionally, a new remote version of the EMAS is available this spring, so that all students, regardless of whether they are learning remotely or in-person, can participate in VKRP.

This Spring 2021 manual contains important information about:

- How to prepare for the spring assessment window
- How to administer the In-person EMAS following health and safety guidelines
- How to administer the new Remote Early Mathematics Assessment System (EMAS)
- Important reminders about the Child Behavior Rating Scale (CBRS) and Well-Being items
- Reports and instructional resources available this spring

The purpose of VKRP, particularly in the spring, is to help you learn more information about how your students' academic and social-emotional skills have grown across the school year. These data about students' learning trajectories will provide important information about how best to support students this spring and beyond.

We know that this continues to be a challenging time 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, email us at vkrcp@virginia.edu, or use our online chat while you are in the VKRP web portal.

Best regards,

VKRP Team

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How to Prepare for Spring Administration

We encourage you to complete the steps described below to successfully administer the spring VKRP assessments:

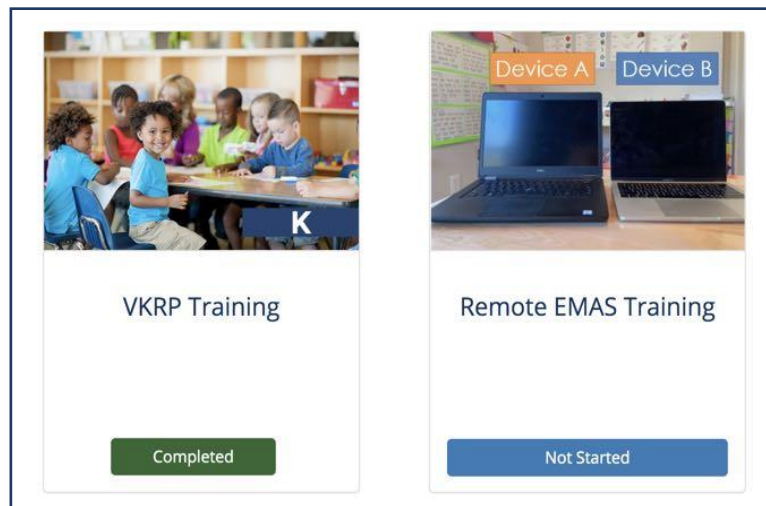
Step 1: Review the Program Manual

Read this manual in its entirety.

Step 2: Review the Training Modules/Complete the New Remote EMAS Training Module

To access the training modules on the VKRP web portal, select *Training* → *My VKRP Training Modules* → *VKRP Training*. Select modules to review. Modules can be watched numerous times.

NEW this spring is the Remote EMAS training module. If you are administering the Remote EMAS, please be sure to complete this module. To access it, select *Training* → *My VKRP Training Modules* → *Remote EMAS Training*.

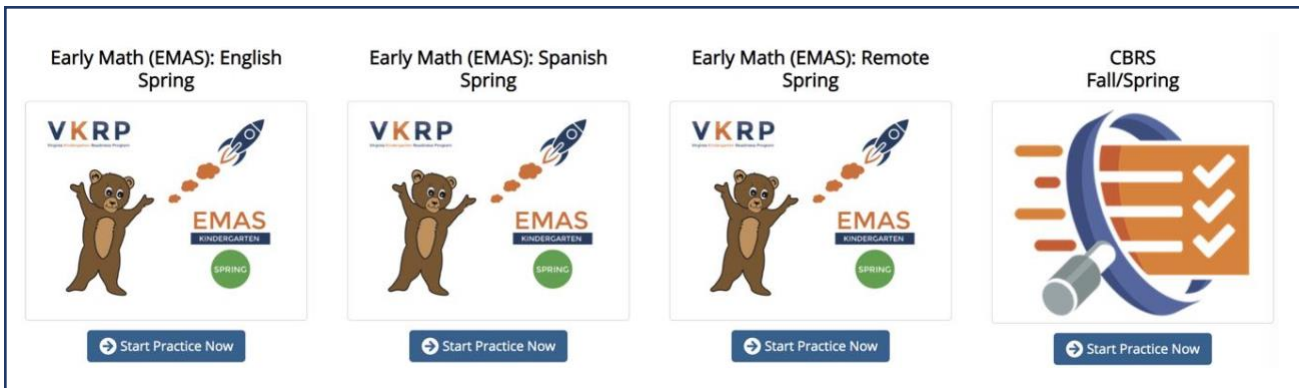


Step 3: Watch a Video Demonstration of the In-person and/or Remote EMAS

There are two sets of demonstration videos this spring: 1) In-person and 2) Remote. We strongly recommend that you watch the spring video demonstration of the EMAS that corresponds with the assessment version that you are planning to administer. To access these, select *Assessment Guides* → *EMAS Video Demonstrations*.

Step 4: Try a Practice Assessment

On the VKRP landing page, select *Assessment Guides* → *Access Practice Assessments*. Then, select the assessment you would like to practice: In-person EMAS, Remote EMAS, Spanish EMAS, or the CBRS. You should practice the in-person and/or remote versions of the EMAS to become familiar with the questions, flow of the assessment, and manipulatives required. You should practice the CBRS in order to refresh your memory on the behaviors you will observe and rate for each student.



Step 5: Verify Classroom Roster in PALS

VKRP and PALS work together to provide you with an efficient, online assessment experience—one login and password to remember (PALS), and one location to update 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 updates to your classroom roster is done through the PALS website.

The Early Mathematics Assessment System (EMAS)

What is the EMAS?

The *Early Mathematics Assessment System* (EMAS) is a reliable and valid, research-based direct 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

- This spring, teachers will have the option of administering the In-person or the Remote EMAS to students. When possible, the preferred version of administration is the In-person EMAS.
- Teachers administer the assessment to students individually, using a flip book (in-person) or PowerPoint slides (Remote EMAS) 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 students and to help teachers observe students' thinking.
- It is aligned with *Virginia's Early Learning and Development Standards* (ELDS; 2021), *Virginia Standards of Learning* (SOL; 2016), and Clements and Sarama's *Mathematics Learning Trajectories* (2009)². See **Appendix A** for a full list of *Spring EMAS Items and ELDS/SOL/Trajectory Alignment*.

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.

Comparing the In-Person and Remote EMAS





In-Person EMAS	Remote EMAS
<ul style="list-style-type: none"> • All tasks are administered in-person. • Teacher uses a physical flip book and manipulatives, and follows the script in the online application. • Once the assessment is complete: <ul style="list-style-type: none"> ○ The EMAS will be considered “Complete” on the landing page and reports. ○ All EMAS data will be available in student and classroom reports. ○ Reports will show students below or above benchmark. 	<ul style="list-style-type: none"> • A subset of tasks are administered virtually. Tasks that cannot be administered virtually will be skipped. • Teacher uses PowerPoint or Google Slides as an online flip book and follows the script in the online application; students will need some manipulatives at home. • There are modified administration directions and materials. Two devices (e.g., computer, iPad, etc.) are recommended for teachers. • Once the assessment is complete: <ul style="list-style-type: none"> ○ The EMAS will be considered “Complete” on the landing page and reports. ○ Some EMAS data will be available in student and classroom reports. ○ Reports will show students below or above benchmark.

It is important to note that we do not have precise psychometric data on the remote version of the EMAS. Although the team worked hard to choose a set of items that can be reliably administered while students are remote, we have not yet validated that the In-person EMAS and the Remote EMAS are equivalent measures.

In-person EMAS

What skills are assessed with the spring In-person EMAS?

The spring In-person EMAS consists of 34 items. The assessment is divided into foundational mathematics skills within the subdomains of Geometry, Patterning, Numeracy, and Computation:

Module 1	Module 2	Module 3	Module 4
Geometry 	Patterning 	Numeracy 	Computation 
<ul style="list-style-type: none"> • Shape Recognitions • Shape Properties • Composing Shapes 	<ul style="list-style-type: none"> • Extending Patterns • Creating Patterns • Recognizing Patterns 	<ul style="list-style-type: none"> • Counting and Cardinality • Comparing and Ordering Numbers • Composing and Decomposing Numbers • Numerals • Sharing Fairly 	<ul style="list-style-type: none"> • Addition • Subtraction

How to Administer the In-Person EMAS

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

Step 1: Prepare for the Assessment

- Select your assessment location, preferably **an open area** like a hallway or multipurpose room **where air can flow freely**.
- Design your assessment space. **Maximize the space between you and the student**, at least six feet apart, while ensuring that you are able to see their responses. Some teachers have found using plexiglass dividers between themselves and the student helps when space is limited.
- Use sheet protectors and/or laminate mats and pattern cards to make sanitizing easier after each assessment, consider having students wear gloves, 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*.
- Consult the list below to ensure that your VKRP kit has all of the necessary materials to administer the spring In-person EMAS. Please inform your **VKRP school contact** of any missing items so they can place an order for you.

Assorted materials	Pattern cards	Shapes manipulatives	Mats	Chip cards
1 – Flip book binder	3 – Frog*	1 – Equilateral triangle	1 – Green shapes*	1 – 1 chip*
1 – Spring flip book pages	6 – Hat*	1 – Hexagon	1 – Orange shapes	1 – 2 chips*
1 – Dry-erase marker	6 – Cupcake*	2 – Square	1 – Three-frame*	1 – 3 chips*
20 – Chips	8 – Basketball*	2 – Trapezoid	1 – Numeral 7	1 – 4 chips*
		2 – Isosceles triangle	1 – Sharing fairly – 2 & 4*	1 – 6 chips*
		1 – Rectangle	1 – Laminated animals	

* Materials delivered last spring to add to your VKRP kit

Step 2: Start the Assessment

- Sanitize the assessment area and all materials, using [EPA-registered household disinfectant](#), prior to selecting a student to work with you.
- You and your student should wear a face covering (i.e., mask and/or face shield).
- You and your student should wash your hands with soap and water or use hand sanitizer before starting the assessment.
- Select the student and assessment.
 - To begin the assessment, select “EMAS” next to your student’s name.
 - Then, select “English – In-Person” or “Spanish – In-Person” from the dropdown.
- 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.
- Select the administration condition (see **page 19** 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 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:
 - “Exempt”
 - ◆ 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, are required to be assessed. There are, however, limited reasons for exemptions:
 - i. For students with IEPs, the IEP team should discuss and establish what constitutes sufficient evidence for an exemption based on disability.

NOTE: An exemption from the PALS assessment does **not** automatically exempt a student from the EMAS.
 - ii. A serious illness or medical condition which prevents a student from participating during the assessment period.

- iii. 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.
 - “Non-Standard” – Refer to the Administration Conditions Table on **page 19** for more information.
 - 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

- 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 maintain consistency in administration across students.
 - Some items begin with a demonstration (DEMO) to familiarize students with rules of the task. These items are not scored.
- 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 typically 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.
- 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.
- 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 does not answer in the general time indicated.
 - Depending upon the student’s response, you may be prompted to give a scaffold or feedback.
- 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.

Remote EMAS





VKRP has adapted the EMAS for online administration when there is no option to assess a student in-person.

Remote EMAS at a glance

- The Remote EMAS is an adaptation of the In-person EMAS assessment and can be conducted remotely with students who are engaging in virtual learning.
- Most items in the In-person and Remote EMAS are the same.
- Some items have been adapted to work in a virtual setting.
- Some items will be skipped.
- The assessment should take approximately 20-25 minutes to complete.
- The Remote EMAS should only be used in cases where it is not possible to administer the In-person EMAS
- There are some differences in the information provided on VKRP reports for the In-person and Remote EMAS.

What skills are assessed with the Spring Remote EMAS?

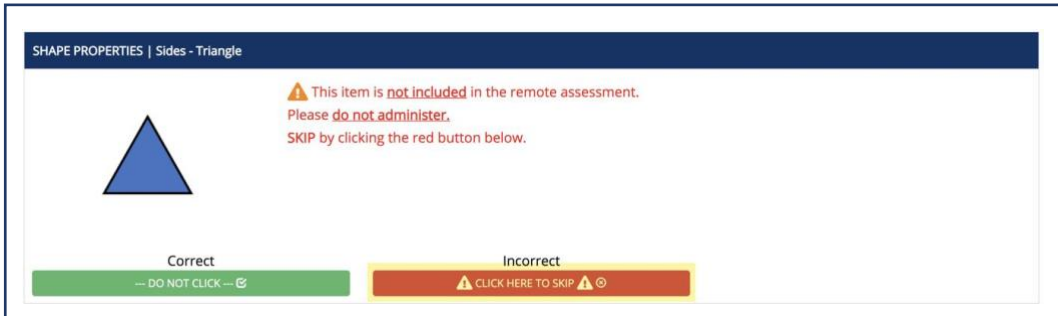
The spring Remote EMAS consists of 20 items. The assessment is divided into foundational mathematics skills within the subdomains of Geometry, Patterning, Numeracy, and Computation:

Module 1	Module 2	Module 3	Module 4
Geometry 	Patterning 	Numeracy 	Computation 
<ul style="list-style-type: none"> • Shape Recognitions • Shape Properties 	<ul style="list-style-type: none"> • Extending Patterns • Recognizing Patterns 	<ul style="list-style-type: none"> • Counting and Cardinality • Comparing and Ordering Numbers • Numerals 	<ul style="list-style-type: none"> • Addition • Subtraction

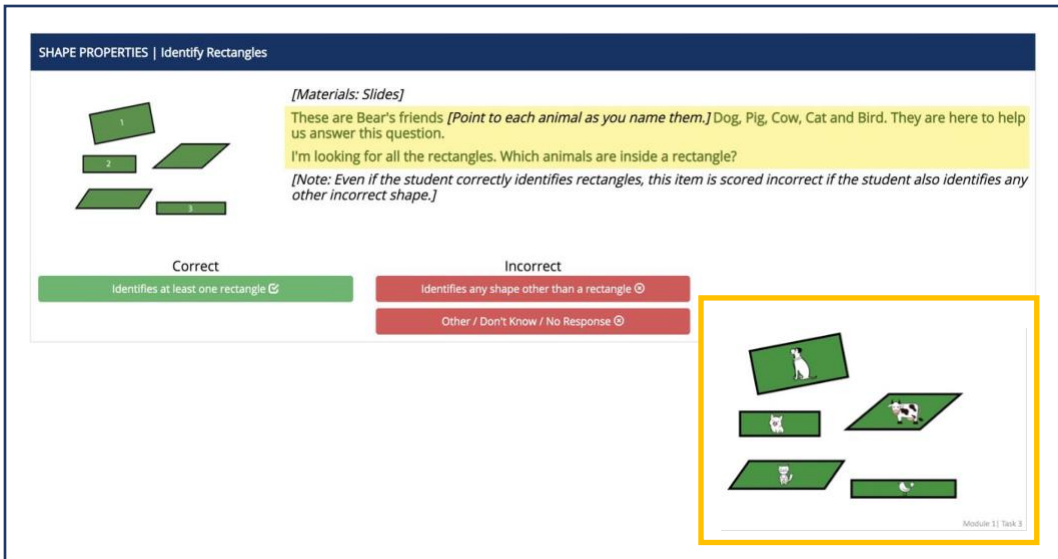
Remote EMAS Items

Many items on the In-person and Remote EMAS are the same. However, there are some items that are not feasible to administer in a remote way. These items will either be skipped, or have been adapted. Additionally, there is one item that includes a demonstration. For this item, you will need to play a video for students.

- Skipped items – Some items that are typically administered in the In-person EMAS cannot be administered in a virtual setting, so they will be skipped. These generally include items that require physical manipulatives to properly assess the skill. These items will be clearly marked with red text. Skip the task by clicking on the red button as indicated. Some sections of the assessment will have multiple skipped tasks in a row.



- Adapted items – Some items have been slightly adapted so that they can be administered virtually. These items will show updated scripts or instructions so that they can be administered in a virtual setting. In the example below, pictures of animals were added on the shapes that students see (image within the yellow box), and the updated script allows students to identify the correct shapes without the use of chips.



- Response Options – Some adapted items will have fewer applicable response choices. Ignore any extra buttons that say “Do Not Click.”

SHAPE PROPERTIES | Square

[Materials: Slides]
Okay, let's play a different game.
Now I need you to help me find some shapes. I am going to tell you some things about the shape so you can find it.
I am looking for a shape that has four sides [Pause] and all the sides are the same length [Pause]. What is that shape called?

Correct
Says "square", "rectangle" or "rhombus"

Possibly Correct
Tries to identify the shape without saying the name
— DO NOT CLICK —

Incorrect
Incorrect / Other / No Response
— DO NOT CLICK —
— DO NOT CLICK —

- Demonstration Video – There is one demo video in Module 4 that you will need to play for students to show them how to use the chips to solve the subsequent questions. The corresponding video in the PowerPoint is shown in the yellow box.

| Adding & Subtracting DEMO

[Materials: Slides, 20 chips, paper, pencil]

[Make sure the student has their chips, paper, and pencil ready.]
Now I'm going to ask you some more questions about numbers.
First, I'm going to play this video to show you how you can figure out the answer to these questions. Let me know if you can't hear the video when I play it.

[Play the video demo in the slides before proceeding to the next task.]

[Play Video]
Click two three cookies on his plate.
Module 4 | Adding & Subtracting Dem

How to Administer the Remote EMAS

Step 1: Prepare for the Assessment

- Watch the VKRP Remote EMAS Training Module (*Training → My VKRP Training Modules → Remote EMAS Training*).
- Watch the VKRP Remote EMAS Demo Video (*Assessment Guides → EMAS Video Demonstrations*).
- Check the following materials list to ensure you have access to all of the necessary supplies:

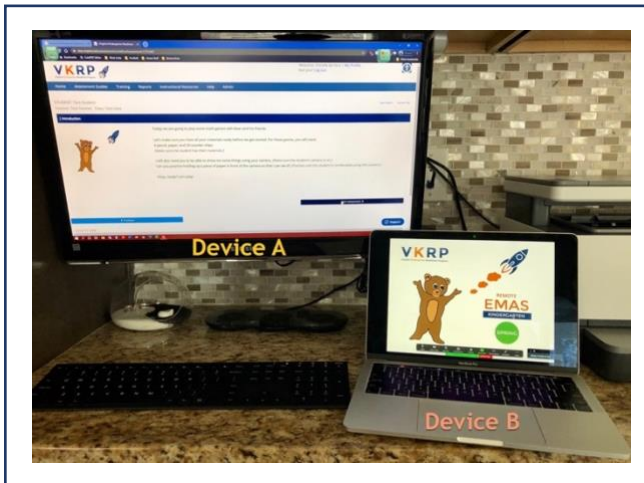
Teacher materials	Student materials
Computer with video & audio capability – two devices recommended Reliable Internet access Video conference application (i.e., Google, Zoom) VKRP Spring Remote EMAS PowerPoint file*	Computer/laptop with video & audio capability Reliable Internet access Video conference application (i.e., Google, Zoom) Paper Pencil or other writing utensil 20 counting chips**

* For the remote version of the EMAS, you will use a PowerPoint slide version of the flip book pages that you can download by selecting *Assessment Guides → Essential Documents*. Be sure to download the PowerPoint file ahead of time. The file is large and may take time to download.

** Students administered the remote version will need a packet of 20 counting chips (red/yellow chips), pencil, and paper. Divisions were notified of this requirement and asked to complete an order form if supplies of chips were needed for distribution. Check with your VKRP school contact to secure any needed materials.

Device Options:

1. Two Devices (Recommended) – Any combination of laptops, desktops, monitors, and tablets can be used for this method. Whenever possible, we recommend using two devices when administering the Remote EMAS. One device connects to the student via a video conference application where you share the PowerPoint slide deck with the student. A second device is used to access the online assessment application in the VKRP web portal where you read the script and enter student responses.



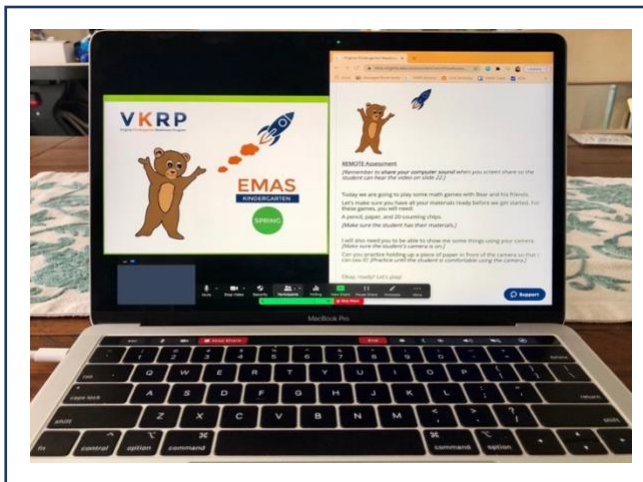
How to Setup your Devices and Screen Share

Device A – Open the VKRP assessment portal. This is where you will access the assessment, read the script, and enter responses.

Device B

1. Download and open the VKRP Spring Remote EMAS PowerPoint.
2. Connect to your student via a video conference application.
3. “Share Screen” the PowerPoint in **SLIDE SHOW View** so your student *only* sees the slide images.
4. Select “Share Sound” to ensure that your student can hear the video in the PowerPoint.

2. One Device – You can also administer the assessment using one device, though it is slightly more complex to set up. When sharing your screen with the student, it is very important that the student only sees the PowerPoint slides, and NOT the VKRP assessment portal where you will be recording answers.



How to Setup your Device and Screen Share

1. Open the VKRP assessment portal in one browser. Resize the browser and place on one side of your screen.
2. Download and open the VKRP Spring Remote EMAS PowerPoint. Resize the PowerPoint and place on the opposite side of the browser. Then, select **READING View**.
3. Connect with your student via a video conference application.
4. Select “Share Screen → Advanced → Portion of Screen.” A green rectangle will appear, indicating what your student will see. Fit the green rectangle over the slides *only*.

Key Setup Reminders

- ☞ Make sure your device(s) are set up properly and that you have the ability to share screen (**and sound**) at the same time that you are able to view the assessment system.
- ☞ It is important to share your computer sound so that the student can hear the video in the PowerPoint.
- ☞ The online assessment application should never be in the student’s view.

- Practice the assessment using the device option and setup of your choice.
 - Familiarize yourself with the online assessment application. As noted above, some items on the EMAS have been adapted or skipped to fit the remote assessment environment. It is important that you practice the Remote EMAS a couple of times to become familiar with the script as well as the response options and pathways. See **Appendix A** for the list of items that are skipped or adapted in the remote version.
 - Familiarize yourself with the PowerPoint slide deck and how it corresponds with the steps in the online application. Practice reading the script while clicking through the PowerPoint to get comfortable with which slides to show for each step.
- Contact caregivers to notify them of your assessment schedule, and enlist their assistance in ensuring their student has the necessary manipulatives available on that date. This may also be a good time to remind caregivers to refrain from providing hints or helping their students answer questions during the assessment.

Step 2: Start the Assessment

- Before beginning the assessment, make sure your student has the necessary manipulatives available and ready at home. You may want to get your student to show these items to you prior to beginning the Remote EMAS.
 - If the student does not have the items, follow-up with their caregiver. As an alternative, the caregiver can assemble 20 items that are uniform and have no other value (i.e., not coins). Some examples include food items such as cereal pieces, raisins, beans, or chocolate chips.
- Select the student and assessment.
 - To begin the assessment, select “EMAS” next to your student’s name.
 - Then, select “Remote Administration” from the drop down.
- 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.
- Select the administration condition (see **page 19** 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 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:

- “Exempt”
 - ◆ 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, are required to be assessed. There are, however, limited reasons for exemptions:
 - i. For students with IEPs, the IEP team should discuss and establish what constitutes sufficient evidence for an exemption based on disability.

NOTE: An exemption from the PALS assessment does **not** automatically exempt a student from the EMAS.
 - ii. A serious illness or medical condition which prevents a student from participating during the assessment period.
 - iii. 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.
 - “Non-Standard” – Refer to the Administration Conditions Table on **page 19** for more information.
 - 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.
- Prepare your student on the Introduction Page
 - On the first page of the assessment, there is an opportunity to make sure that your student has what they need to get started. These steps include:
 - Double-checking that your student’s camera is on and that you can both see each other in the smaller window.
 - Making sure your student has the paper, writing utensil, and counting chips needed.
 - Making sure that your student knows how to hold the piece of paper in front of the camera to show their responses later in the assessment.


Step 3: Administer the Assessment

- Coordinate the PowerPoint slides and the online assessment application.
 - You will screenshare the slides with the student while reading the script that is written in the online application. **Make sure the student cannot see the online assessment application.**
 - Note that the images and task trackers in the slides will correspond with the associated task in the online application.

Teacher: Class: REMOTE | Module 1 of 4 | Task 2 of 9


SHAPE RECOGNITION | Rotated Square

[Materials: Slides]
[Point to the square.]
What shape is Bear holding now?



Correct
Square, Rectangle or Rhombus

Incorrect
Diamond
Incorrect Shape
Other / Don't Know / No Response




Module 1 | Task 2

- When you come to a skipped task, you will see a slide that looks like the image below. Notice the task(s) listed on the bottom right of the slide. Stay on this slide until you reach the next administered item.

Skipped Tasks

Stay on this slide while skipping tasks in the app. Then continue to next slide.



Module 3 | Least to Greatest Demo
Module 3 | Task 10
Module 3 | Task 11

- Some tasks do not include any images. For these tasks, you will come to a blank slide as shown below. Notice the task(s) listed on the bottom right of the slide. Stay on this slide while you administer the listed task(s).

[NO IMAGE NEEDED]

Module 3 | Task 1
Module 3 | Task 2
Module 3 | Task 3

- 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 maintain consistency in administration across students.
 - Some items begin with a demonstration (DEMO) to familiarize students with rules of the task. These items are not scored.
- Record the 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 typically 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.
- 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.
 - If you or the student experience technical difficulties, the data will be saved, and you can begin the next assessment session where you stopped.
- 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 does not answer in the general time indicated.
 - Note that some sections of the script may be harder for the student to hear in a virtual setting. Look out for reminders such as, "*[Make sure to enunciate the word "thirty" so it is not mistaken for "three".]*"
 - Depending upon the student's response, you may be prompted to give a scaffold or feedback.
- 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 or math language). These notes will print with the Teacher Comments Report. Be sure to press **submit** when finished.

EMAS Administration Considerations

Administration with English Language/Multilingual Learners

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

1. **Administer the EMAS in English.**
2. **Administer the EMAS in the student’s home language.**
3. **Administer the EMAS in English AND Spanish.** This option is only available for the **in-person version** of the assessment and 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 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.

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 Conditions Table

		Examples	Required Documentation
STANDARD ADMINISTRATION	<p>Allowable Practices Allowable practices are support options that are part of the design of the assessment. Allowable practices support the performance of most students and <i>do not</i> change the construct being measured.</p>	Using multiple testing sessions to administer the assessment	No documentation required
		Taking breaks between tasks	
		Scheduling assessments for a student’s 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 students who are non-verbal to respond by pointing rather than vocalizing as indicated in instructions	
	<p>Accommodations Accommodations give students with disabilities access to the assessment. Accommodations <i>do not</i> change the construct being measured and are consistent with daily instructional practices.</p>	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, <i>real tangible</i> items like eraser-pencil-eraser-pencil in place of frog-hat picture pattern)			
NON-STANDARD ADMINISTRATION	<p>Modifications Modifications may <i>change</i> the construct being measured. Modifications are consistent with daily instructional practices.</p>	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) is a teacher reported measure of two areas of students' social-emotional skills:

- **Self-regulation:** Skills that support students to manage their attention, emotions, and behaviors to adapt to the demands of the school environment (e.g., listen to others, follow expectations and multi-step directions, and stay focused on tasks).
- **Social skills:** Skills that support students to successfully navigate interactions and build relationships with peers and adults (e.g., cooperate in a group, express thoughts and emotions and resolve 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 teacher's perception of student's behavior with other children and adults as well as how the student engages with materials and tasks in the classroom.
- The CBRS includes a set of 17 items that are completed using a rating scale from 1 to 5 to determine the frequency of certain behaviors. Additionally, in the fall of 2020, well-being items were added to the CBRS as a way of addressing potential concerns about student well-being throughout the pandemic. More information regarding the well-being items can be found below.
- It takes approximately 1 to 3 minutes to complete per student using the online system but must be completed within one sitting.
- The CBRS 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' social-emotional needs. Additionally, VKRP 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 overall concerns about a student's well-being. Teachers will also record how many days per week they are interacting with each student in-person and how many days in a virtual environment.

These items are designed to provide standardized information about teacher perceptions of students' well-being. This information can help facilitate conversations between teachers, instructional leaders, and families on structural inequities (e.g., differential impacts of COVID-19 on families depending on racial or ethnic

identity or socio-economic status, experience of implicit or explicit bias), whether students are being served equitably, professional development needs for teachers, and how best to support *all* students.

CBRS Administration Considerations

With schools operating differently this spring, 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.

Be Intentional in Noticing Behaviors

The first step in completing the CBRS is noticing student behaviors (either in-person or within virtual environments). When you intentionally observe students, you can gather critical, objective information about their behavior in context. For example, you can identify when and where certain behaviors are most likely to occur and what happens before, during, and after the behaviors (see **Appendix B** for a copy of the CBRS).

Some teachers like to keep notes of their observations of students prior to completing their ratings. Although this is not required, keeping notes about **specific** behaviors addressed in the CBRS that you noticed is most helpful in completing these items.

- Take notes on specific, observable behaviors. Take time to pause and notice whether your feelings or relationship with the student are influencing how you interpret and report on a student's behavior.
- Confer with other teachers or staff who regularly interact with or observe a student to capture their abilities across contexts. It can be helpful to incorporate the behaviors and skills they notice into your ratings.
- Please read items 12, 13, 20, 21 carefully. They are worded differently than the rest of the items.

Enter the Ratings Online

You will need to enter all 22 ratings in **one** sitting for a student. 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.

- If you have difficulty rating an item, or if you feel you've had few opportunities to observe the specific student behavior, do your best to rate that item and then use the following language in the text field at the end of the assessment: **"I did not have ample opportunity to observe this student and am uncertain of my ratings on the following items: (list the item numbers individually separated by a comma (i.e., 11, 12, 13, 14))."**
- Using specific language will help the VKRP team analyze the information in the text fields and to note which CBRS items may have been particularly challenging to observe in light of the instructional format.
- In addition to the ratings you choose for a student, a textbox at the end of the assessment allows you to record additional information/observation, which will print on your Teacher Comments Report. Be sure to **press "Submit"** when you are done entering ratings and notes.

Administration with English Language/Multilingual Learners

According to Virginia's most recent VKRP data, the CBRS demonstrates satisfactory subscale reliability for the teacher report of self-regulation and social skills in student samples identified as English Language/Multilingual Learners. 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 English Language/Multilingual Learners to native speakers, therefore, suggesting that this tool is appropriate to use with English Language/Multilingual Learners to identify students who teachers perceive need additional scaffolding to develop the skills necessary 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 might need additional support or whether the teacher's biases influenced their perception of the student's behavior (see **Appendix D** for detailed information about Using VKRP with English Language/Multilingual Learners and **Appendix C** for more information on the CBRS and bias).

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 English Language/Multilingual Learners, knowing their English receptive and expressive language skills as well as their early English literacy skills are critical.

Exemptions

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 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 assigned ratings in the CBRS. 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.

Spring 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. These reports provide detailed, actionable information to help meet students' needs at their current skill levels 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 information 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 (measured by the EMAS)
- Self-regulation (measured by the CBRS)
- Social skills (measured by the CBRS)
- Literacy skills (measured by the PALS)

VKRP provides you with four different types of reports:

Classroom-level Report	Student-level Report ³	Family Information Report	Growth Report
			
Provides data on all students in a classroom at the domain and sub-domain levels	Provides 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	Provides data on how students' skills have grown from fall to spring

Interpreting Reports

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

³ English-language and Spanish-language EMAS results are displayed on separate item-level reports.

this document. Information on how to understand and use the overall score on the remote version of the EMAS will be included this spring.

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 (EMAS), self-regulation, and social skills (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, gathering additional information and continual progress monitoring is critical as students develop skills at different rates and respond differently to instruction and scaffolding depending on the context.

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* → *My Reporting Dashboard*. 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.

Assessment Term – You can toggle between fall and spring reports within the same school year.

The screenshot shows a reporting dashboard with four main filter categories: DIVISION, SCHOOL, CLASSROOM, and STUDENT. Each category has a dropdown menu. The 'ASSESSMENT TERM' dropdown is highlighted with a red rectangular box. The 'CLASSROOM' label is highlighted in yellow. The current values are: DIVISION: *Test Division; SCHOOL: *Test School 1; CLASSROOM: Test Teacher - Test Cl; STUDENT: -- Select a Student --; ASSESSMENT TERM: Spring 2020: Spring (2).

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 Reports (see highlight above).

Comparing the In-Person EMAS and Remote EMAS Reporting

In-Person EMAS Reporting	Remote EMAS Reporting
<ul style="list-style-type: none"> • Similar to the fall, all classroom and student reports containing EMAS scores are available. • A Growth Report that compares student assessments between the fall and spring is available. • A spring version of the Family Information Report is available. 	<ul style="list-style-type: none"> • Students assessed using the Remote EMAS will display as “RA” in both classroom and student reports with the exception of the item-level report. <ul style="list-style-type: none"> ○ The item-level report is available for students assessed using the Remote EMAS; however, skipped items will display “NA” in the score column. • Math sub-domain (e.g., Geometry, Patterning, Numeracy, Computation) data are not available for students assessed with the Remote EMAS. • A Growth Report that compares student assessments between the fall and spring is available. • A spring version of the Family Information Report is available.

Classroom Overview

This sample Classroom Overview Report displays “RA” for students who are assessed using the Remote EMAS, and are shaded according to whether or not a student scores above or below the benchmark. There are separate rows in the Summary of Results table for the In-person and Remote EMAS class average, benchmark, and max score. For students assessed with the Remote EMAS, their total scores are available on their EMAS Item-level Report.

Classroom Overview

Teacher: Mattie Nelson Class: Kindergarten School: Wayside E.S.

Sort results:
Click on column header

View individual student report:
Click on student's name or score

Interpreting This Report

NT Not Tested * Spanish EMAS
IP In Progress ■ Below Benchmark
E Exempt ■ At or Above Benchmark
(RA) Remote Administration

EMAS remote administration data is included in this report for students who have been assessed virtually only.

Spanish EMAS data is included in this report for students who have been assessed on the Spanish EMAS only.

[Interpreting Your VKRP Reports](#)

Summary of Results

Score	Class Average	Benchmark	Max
EMAS	701.17	658	874
EMAS RA	467.32	400	650
CBRS - SR	3.67	3.20	5.00
CBRS - SS	3.63	4.00	5.00
PALS	--	83	102

Student	Math EMAS	Self-Regulation CBRS	Social Skills CBRS	Literacy PALS
	Raw Score (Scaled Score)	Average Score	Average Score	Summed Score
Completion Status	11/15	7/15	7/15	0/15
Bowers, Traci	34 (874)	5.00	5.00	
Burch, Quinn	(RA)	3.00	3.00	
Cantrell, Corina	9 (542)*	4.50	4.43	
Chapman, Korey	NT	NT	NT	
Chavez, Jarrod	(RA)	4.10	4.14	
Church, Armand	32 (771)	NT	NT	
Cohen, Domingo	NT	3.90	3.71	
Gould, Eileen	IP*	3.70	3.57	
Gutierrez, Shelton	IP	NT	NT	
Hess, Donald	29 (712)	NT	NT	
Hunter, Kim	(RA)	NT	NT	
Hurley, Sherri	NT	NT	NT	
James, Shawna	16 (596)	NT	NT	
Keller, Jerry	29 (712)	NT	NT	
Lutz, Priscilla	(RA)	NT	NT	

EMAS Sub-domain Reports

Due to the fact the Remote EMAS has fewer total items, sub-domain scores are not available for students. In the sample sub-domain Geometry report below, students assessed with the Remote EMAS display “RA” in the total score column.

Geometry

Teacher: Mattie Nelson Class: Kindergarten School: Wayside E.S. Date: 3/30/2021 Spring 2020-2021

Student	Geometry	Shape Recognition		Shape Properties				Compose Shapes		Geometry Resources	
	Total Score	1	2	3	4	5	6	7	8	9	Recommended
Bowers, Traci	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Burch, Quinn	(RA)										
Cantrell, Corina	1	○	⊗	✓	⊗	⊗	⊗	⊗	⊗	⊗	✓
Chapman, Korey	NT										
Chavez, Jarrod	(RA)										
Church, Armand	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Cohen, Domingo	NT										
Gould, Eileen	IP										
Gutierrez, Shelton	IP										
Hess, Donald	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Hunter, Kim	(RA)										
Hurley, Sherri	NT										
James, Shawna	5	✓	✓	⊗	✓	✓	⊗	⊗	○	✓	
Keller, Jerry	9	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Lutz, Priscilla	(RA)										

Interpreting This Report

In keeping with best practices for student assessment, we recommend that you use the information in this report in conjunction with other sources of information about each student as you plan instruction.

■ Above Expectation
■ At/Slightly Above Expectation
■ Below Expectation
* Spanish EMAS E Exempt
IP In Progress NT Not Tested
(RA) Remote Administration

✓ Correct, point awarded
○ Correct with help, point not awarded
⊗ Incorrect
! Expectations are preliminary and subject to change
! Spanish EMAS data is included in this report for students who have been assessed on the Spanish EMAS only.
! Remote EMAS data is not included in this report

[Interpreting Your VKRP Reports](#)

Classroom Summary

Geometry		
Class Average	Expectation	Max
7	6	9

EMAS remote administration data is included in this report for students who have been assessed virtually only.

Spanish EMAS data is included in this report for students who have been assessed on the Spanish EMAS only.

[Interpreting Your VKRP Reports](#)

Growth Reports

In addition to the reports VKRP offered in the fall, Growth Reports, which show how students' skills have grown across the year, are available in the spring for mathematics (EMAS), self-regulation (CBRS), and social skills (CBRS) under the Classroom Level Reports.

Classroom Level Reports

- 1. CLASSROOM OVERVIEW
- 2. DOMAIN - MATH
- 3. SUB-DOMAIN - GEOMETRY
- 4. SUB-DOMAIN - PATTERNING
- 5. SUB-DOMAIN - NUMERACY
- 6. SUB-DOMAIN - COMPUTATION
- 7. DOMAIN - SELF-REGULATION
- 8. DOMAIN - SOCIAL SKILLS
- 9. CBRS CLASSROOM SUMMARY
- MATH GROWTH REPORT**
- SELF-REGULATION GROWTH REPORT
- SOCIAL SKILLS GROWTH REPORT
- TEACHER DATA EXPORT
- TEACHER DATA EXPORT GUIDE

Printable Downloads: Current Report All Reports

Classroom Growth

Teacher: Test Teacher **Class:** Test Class **School:** Test School

Sort By: [Name](#)

Student Name	Fall Score	Spring Score	Status
Walton, Geraldine	651	771	At or Above Benchmark
Shelton, Jackie	515	603	Below Benchmark
Rubinstein, Simon	692	771	At or Above Benchmark
Rubinstein, Celia	669	712	At or Above Benchmark
Rose, Brewer	486	625	Below Benchmark
Peters, Cristina	527	625	Below Benchmark
Parsons, Andre	669	728	At or Above Benchmark
Norris, Shaun	638	874	At or Above Benchmark
Mendez, Sophia	615	677	At or Above Benchmark
Mcguire, Roland	582	641	Below Benchmark
Lynch, Faith	598	611	Below Benchmark
Liu, Penelope	598	658	At or Above Benchmark
Kapri, Kaylani	638	641	Below Benchmark
Horton, Jeff	638	667	At or Above Benchmark
Erickson, Darin	638	649	Below Benchmark
Carson, Jessica	598	641	Below Benchmark

Interpreting This Report

- Fall Benchmark
- Spring Benchmark
- At or Above Benchmark
- Below Benchmark
- [More Information](#)

Summary of Results

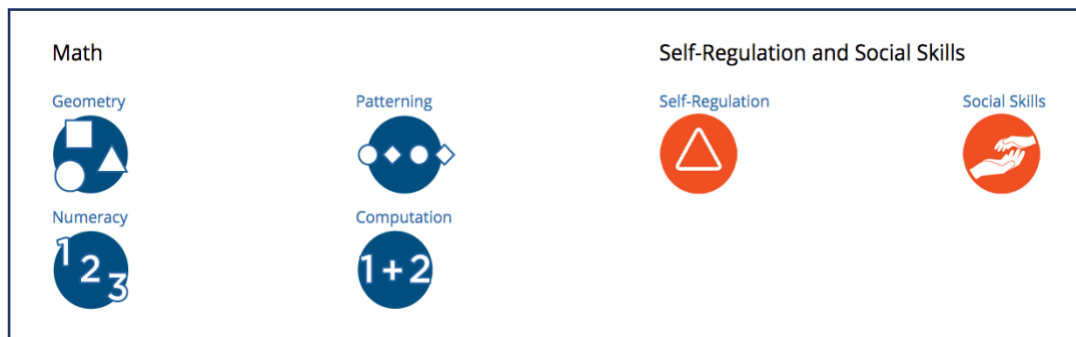
Overall Math			
Score	Class Average	Benchmark	Max
Fall	609.50	545	826
Spring	680.88	658	874

Resources

Teachers are increasingly expected to use data to inform their instruction. However, it is not always clear how to translate data into information that can be meaningfully used to inform instruction and interactions in the classroom. VKRP provides support by linking results from the VKRP assessments to a set of instructional resources in the areas of mathematics, self-regulation, and social skills. Although resources are explicitly linked for certain students, these resources are designed to be useful for all students in a classroom.

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

VKRP instructional resources are categorized to match the assessment domains and sub-domains in mathematics, self-regulation, and social skills.



Accessing Resources

On the VKRP landing page, select *Instructional Resources* → *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. An additional way to locate the resources is by selecting any of the links listed under “Instructional Resources” in the classroom-level or student-level reports.

Each domain and sub-domain 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 – list 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 as they develop school readiness skills. 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

A spring Family Information Report, similar to the one made available in the fall, is offered for individual students. The use of this report is at your discretion: 1) you can download and share with families, 2) print and send home in student’s communication folder, or 3) discuss with families at the next parent/guardian-teacher conference.

NOTE: For the Spanish translation of the Family Information Report, you will need to write the student’s scores in the table. For students who are assessed using the Remote EMAS, the correct highest possible score and benchmark score will populate the report.

Student Level Reports

- 1. STUDENT OVERVIEW
- 2. MATH RESULTS - ENGLISH
- 3. MATH RESULTS - SPANISH
- 4. SELF-REGULATION AND SOCIAL SKILLS RESULTS
- 5. FAMILY INFORMATION REPORT
- 6. TEACHER COMMENTS

Printable Downloads: Current Report All Reports All Students

Spring Family Information Report

Student: Jane Pope

Teacher: Test Teacher

School: Test School

Date: 12-19-2019

What is VKRP?

The Virginia Kindergarten Readiness Program (VKRP) is an initiative of the Commonwealth to better understand how children's early mathematics, self-regulation, social skills, and literacy skills support success during kindergarten and beyond.

In the spring, your child's teacher assessed your child's **mathematics** skills (Early Mathematics Assessment System - EMAS), **self-regulation** and **social skills** (Child Behavior Rating Scale - CBR5), and **literacy** skills (Phonological Awareness Literacy Screening - PALS).

Why is this information important?

Children benefit from having strong skills across a range of early learning domains including mathematics, self-regulation, social skills, and literacy. When teachers have a better understanding of a child's skills, they can provide individual support across these areas which helps lead to future success in school and life.

Your child's results

Early Learning Area	Your Child's Score	Spring Benchmark [^]	What the Score Means
Mathematics Skills Count, solve story problems, compare shapes, extend patterns.	24 <small>(Highest possible: 34)</small>	24	Your child is developing early mathematics skills as expected at this time.
Self-regulation Skills Control one's own emotions, behaviors, and thinking.	1.50 <small>(Highest possible: 5.00)</small>	3.20	Your child may benefit from additional support to develop strong self-regulation skills.
Social Skills Work cooperatively with other children and adults.	4.43 <small>(Highest possible: 5.00)</small>	4.00	Your child is developing social skills as expected at this time.
Literacy Skills Upper-case and lower-case alphabet recognition, letter sounds, rhyming, and spelling.	- <small>(Highest possible: 102)</small>	83	The summed score is a combination of many literacy skills. To learn more please ask your child's teacher for information from the PALS reports.

[^]This is the *minimum* score for children who are meeting expectations at the **end** of kindergarten.

English Family Resources

Spanish Report Translation

Spanish Family Resources

Accessing the Family Resources Packet

Links to the spring Family Resources Packet (see below), in English and Spanish, can be found at the bottom of the Family Information Report. The spring version of the Family Resources Packet provides information about typical mathematics and social-emotional skills that will help students get ready for first grade and includes suggested at-home activities for families to try. This packet can also be accessed by clicking *Reports* → *Understanding Reports*.

<p>Helping Your Kindergarten Get Ready for 1st Grade</p> <p>MATH SKILLS</p> <p>★ WHAT WAS MY CHILD LEARNING IN KINDERGARTEN?</p> <ul style="list-style-type: none"> Counting verbally by 1s and 10s up to 100 Counting and comparing quantities of two groups of objects using words like "more and "fewer" Investigating fractions by solving problems involving equal sharing with two sharers Using concrete objects to solve word problems with sums up to 10 and difference within 10 Recognizing common shapes and identifying their attributes (e.g., rectangles have four sides and four angles) Identifying, creating, and extending repeating patterns <p>WHAT ARE SOME THINGS MY CHILD WILL BE LEARNING IN FIRST GRADE?</p> <ul style="list-style-type: none"> Counting forward by 1s, 2s, 5s and 10s to determine the total number of objects in a collection Counting backward by 1s when given any number between 1 and 10 Grouping a collection into tens and ones and writing the corresponding numeral Creating and solving single story and picture problems using addition and subtraction within 20 Identifying, tracing, describing, and sorting shapes according to number of sides, vertices, and angles Determining the value of a collection of like coins (pennies, nickels, or dimes) whose value is 100 cents or less <p>How can I help my child continue to build their math skills over the summer?</p> <p>You can help your child practice their math skills by providing opportunities to apply them in real life situations. Below are just a few fun ways that you can do this!</p> <p>Math on the Beach or in the Backyard: Write the numbers 1 to 30 on a beach ball or other large ball. Toss the ball back and forth and then add or subtract the two numbers the player's hands are touching. For example, if your child's hands are touching 10 and 6, ask them to add together 10 plus 6. For more challenge, ask them subtract 10 minus 6, too! (Source: Today's Parent; https://www.todayparent.com/kids/school-age/summer-math-games/)</p> <p>Skip Counting Hopscotch: Draw a large hopscotch board using sidewalk chalk. Write numbers in the squares, but instead of going to 10, like regular hopscotch, extend the numbers to 20, 30, and beyond. You can ask your child to skip count to where their stone lands on the board by 2s, 5s, or 10s. (Source: Math Geek Mama; https://mathgeekmama.com/kids-counting-hopscotch/)</p> <p>Go on a Scavenger Hunt: Have your child gather items they find in nature, at the park, at the beach, or in your backyard. Encourage your child to sort their items by two attributes, such as shape or color or texture and size. (Source: PBS Parents; http://www.pbs.org/parents/education/health/math-tips-for-parents/summer-unity/)</p> <p>Baking Day Baking: Baking with your child is a great way to practice many math skills. When measuring out different ingredients, ask your child which is more or less. Have them explain how they can tell. When finished, encourage them to share the baked goodies fairly among family and friends. For example, "We have 12 cookies. There are four of us, and everyone needs to have the same number. Can you share them fairly?"</p> <p>Sugarcraft Fun: The next time you're at the grocery store and your child picks out a special, low-cost treat (such as a lollipop that costs 75 cents), ask them to count out the change using pennies, nickels, and dimes.</p>	<p>Helping Your Kindergarten Get Ready for 1st Grade</p> <p>SELF-REGULATION</p> <p>★ WHAT WAS MY CHILD LEARNING IN KINDERGARTEN?</p> <p>In kindergarten, your child worked on...</p> <ul style="list-style-type: none"> Paying attention to the teacher, following directions, and waiting patiently Identifying, expressing, and managing emotions Establishing healthy physical boundaries and respecting the personal space of others Persisting on difficult tasks and transitioning smoothly to new activities Connecting actions to consequences Taking turns and making compromises <p>WHAT WILL MY CHILD BE LEARNING IN FIRST GRADE?</p> <p>In first grade, your child will continue to build upon these skills by working on...</p> <ul style="list-style-type: none"> Comparing and contrasting emotions Expressing emotions appropriately Identifying ways to cope with new and difficult emotions Recognizing the purpose of rules and practicing self-control Taking responsibility for one's own actions <p>How can I help my child continue to build their self-regulation over the summer?</p> <p>You can help your child practice these skills by providing opportunities to learn and use them through story time and play! Below are a few fun ideas to help you get started.</p> <p>To practice comparing, contrasting, and expressing emotions, try: Feelings Charades! On small pieces of paper, write down the names of different feelings or different situations that would make someone feel happy, sad, scared, etc. You may need to read the slips to your child, or to print out images to go along with the words. Place the papers in a bag or container and have players take turns pulling out a piece to act out while the rest of the players guess the feeling! Together, discuss situations in which a person might feel that way. (Source: PBS Parents; https://www.pbs.org/parents/adventures-in-learning/2013/10/feelings-charades/)</p> <p>To practice managing emotions, try: Deep Breathing and Shared Reading! One fun and easy way for children to learn and remember to take deep, calming breaths when they are experiencing difficult emotions is blowing bubbles! Start by talking with your child about taking deep breaths while blowing real bubbles, reminding them to fill their lungs with lots of air before taking a slow, careful breath out and directing their breath through the bubble wand so that the bubble grows big and doesn't pop. When they need help calming down, have them pretend they are blowing five big bubbles. For more creative and engaging ways to teach coping skills, check out these books: <i>Breathe Like a Bear</i> by Eric Wileky, <i>When I Feel Angry and When I Feel Nervous</i> by Cornelia Maude Spelman, and <i>The Most Magnificent Thing</i> by Ashley Spires.</p> <p>To practice self-control, try: Red Light, Green Light! The goal of this game is to get from a designated starting line to a designated finish line. When the leader says "Green Light," everyone can walk towards the finish line, but when the leader says "Red Light," children must freeze. If children are still moving when the leader says "Red Light," they must go back to the starting line. The first person to the finish line becomes the new leader. To make things more challenging, try using "Yellow Light," where children must walk very slowly. Once they get the hang of it, try creating funny names together for new commands that require players to take tiny steps, big steps, walk in a pattern (like switching from backward to forward every 3 steps), hop, or dance toward the finish line!</p>	<p>Helping Your Kindergarten Get Ready for 1st Grade</p> <p>SOCIAL SKILLS</p> <p>★ WHAT WAS MY CHILD LEARNING IN KINDERGARTEN?</p> <p>In kindergarten, your child worked on...</p> <ul style="list-style-type: none"> Taking turns and sharing materials and toys Recognizing the importance of friendship and identifying strategies for making friends Working to solve disagreements with others and to manage emotions during disagreements Recognizing feelings in others Thinking about how their own behavior may affect others Demonstrating respect and appreciation for others <p>WHAT WILL MY CHILD BE LEARNING IN FIRST GRADE?</p> <p>In first grade, your child will continue to build upon these skills by working on...</p> <ul style="list-style-type: none"> Demonstrating cooperation and responsible behavior when interacting with others Explaining the role of listening in building and maintaining friendships Valuing honesty and truthfulness in oneself and others Recognizing the unique characteristics, likes, and dislikes of others Collaborating, compromising, and engaging in fair play Understanding the importance of helping others <p>How can I help my child continue to build their social skills over the summer?</p> <p>You can help your child practice these skills by providing opportunities to use them in story time and play! Below are a few fun ideas to help you get started.</p> <p>To practice collaboration, try: Shared Artwork and Story-Telling! Work with your child on a shared art project or to create a story together, or help facilitate shared work between them and a sibling or friend. Each person involved should contribute equally to the drawing or storytelling. One strategy that often results in lots of laughs is starting with a small doodle and passing the paper back and forth, each adding your own hand to the drawing. The same can be done with story telling. To starting with one line of a story and allowing others to decide what happens next!</p> <p>To practice friendship and social problem-solving skills, try: Making Up! Help your child make a list of positive ways friends can "make up" when feelings get hurt. Next, read or tell a story to your child that involves a dispute between two friends. Pause before the conflict is resolved and ask your child to create their own ending using strategies from their list. Finally, finish the original story and discuss with your child how the characters felt and why their feelings made them act the way they did. This activity can be done one-on-one or with siblings and friends. Role playing is another great option for practicing positive strategies. For additional details and story ideas, check out the link below! (Source: PBS Parents; http://www.pbs.org/parents/other/activities/lets-making-up.html)</p> <p>To practice showing appreciation and recognizing individual traits of others, try: Notes of Kindness! Encourage your child to write notes or create small crafts for friends, family members, or other significant adults in their lives to show and tell them things they appreciate about them. As they brainstorm, help them consider the interests of the person they are creating the token of appreciation for and incorporate them in some small way, such as including favorite colors, animals, or activities.</p>
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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. Visit <https://vkrponline.org/virginia-kindergarten-readiness-program-2/for-families/>.

For Families

As a parent, we know it is important to understand what the Virginia Kindergarten Readiness Program (VKRP) is and how it can make a difference for your child. VKRP is an initiative focused on building a more comprehensive understanding of school readiness and success. VKRP helps to support our understanding of school readiness in four key areas: literacy, mathematics, social skills, and self-regulation.

➔ HOW VKRP BENEFITS YOUR CHILD



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
 - 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. 88+
Mozilla Firefox	v. 4	v. 85+
Internet Explorer	v. 11	v. 11+
Microsoft Edge	v. 44	v. 88+
Safari	v. 7	v. 14+




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.

-  Use the chat window feature in the application
-  (866) 301 - 8278, ext. 1
-  vkrcp@virginia.edu

Appendix A: Spring EMAS Items and ELDS/SOL/Trajectory Alignment

* Adapted Items in the Remote EMAS

Skipped Items in the Remote EMAS

 Module 1: Geometry				
Skill	Item	Task	SOL	Trajectory
Shape Recognition	Recognize and name a rotated rectangle	Task 1	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 a rotated square	Task 2	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
Shape Properties	Shape properties – right angles (distinguish rectangles from parallelograms)*	Task 3	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 right angles, so can distinguish between a rectangle with right angles and a parallelogram without right angles
	Recognize and count sides – triangle	Task 4	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 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 4 angles/corners	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
	Recognize and count sides – hexagon	Task 7	n/a	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 hexagon?”)	Task 8	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 square?”)	Task 9	n/a	Make new shapes out of smaller shapes



Module 2: Patterning

Skill	Item	Task	SOL	Trajectory
Extending Patterns	Extend AABAAB pattern	Task 1	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 ABCABC 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 a growing/increasing pattern	Task 5	Identify, describe, extend, create, and transfer growing and repeating patterns (1.14)	Extend more complex patterns, such as ABBABB by adding on several ABB units to the end of the pattern
Creating Patterns	Creating patterns (“Use these cards to make your own repeating pattern with three different pictures.”)	Task 3	Identify, describe, extend, create, and transfer repeating patterns (K.13)	n/a
Recognizing Patterns	Recognize a growing/increasing pattern*	Task 4	Identify, describe, extend, create, and transfer growing and repeating patterns (1.14)	n/a

1 2 3 Module 3: Numeracy

Skill	Item	Task	SOL	Trajectory
Counting and Cardinality	Determine numbers just after or just before ("Which number comes right before 5?")	Task 1	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 right before 8?")	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 after 30?")	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) Count forward orally by ones to 110, starting at any number between 0 and 110 (1.1a)	Begin to "count on"
	Count down from 20	Task 4	Count backward orally by ones when given any number between 1 and 30 (1.1c)	n/a
	Count by 10's – 60 blocks ("How many blocks are there altogether?")	Task 5	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
	Count by 5's – 50 fingers ("How many fingers are there altogether?")	Task 6	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
	Comparing and Ordering Numbers	Seventh ("Who is seventh in line?")*	Task 7	Given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth (1.3)

	Tenth ("Who is tenth in line?")*	Task 8	Given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth (1.3)	Identify and use ordinal numbers from "first" to "tenth"
	Compare larger groups of objects up to 20 ("Is this group (10) greater than, less than, or equal to this group (20)?")	Task 9	Compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to (1.2b)	n/a
	Order sets from least to greatest – 2, 4, and 6	Task 10	Compare and order sets from least to greatest and greatest to least (K.2b) Order three or fewer sets from least to greatest and greatest to least (1.2c)	n/a
Composing and Decomposing Numbers	Show ways to make 7 ("Can you show me a different way I can make 7 by putting some chips in one group and some chips in another group?")	Task 11	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	Count and write numerals to represent a quantity – 10*	Task 12	Read, write, and represent numbers from 0 through 20 (K.1b)	Use numerals to represent and communicate quantity
	Count and write numerals to represent a quantity – 15*	Task 13	Read, write, and represent numbers from 0 through 20 (K.1b)	Use numerals to represent and communicate quantity
Sharing Fairly	Sharing fairly – 6 objects between 2 animals	Task 14	Investigate fractions by representing and solving practical problems involving equal sharing with two sharers (K.5) Represent and solve practical problems involving equal sharing with two or four sharers (1.4a)	Share six or fewer objects between two or more people by dealing out the objects
	Sharing Fairly - 8 objects between 4 animals	Task 15	Represent and solve practical problems involving equal sharing with two or four sharers (1.4a)	Share up to 20 concrete objects between up to 5 people

1+2 Module 4: Computation

Skill	Item	Task	SOL	Trajectory
Addition	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 3	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6) Recognize and describe with fluency part-whole relationships for numbers up to 10 (1.7a)	Use counting strategies to solve addition problems such as finger patterns or counting on
	Part-part-whole, addend unknown ($3 + X = 6$). ("Bear has 3 cookies but he wants 6. How many more cookies does Bear need to make 6?")	Task 4	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6) Recognize and describe with fluency part-whole relationships for numbers up to 10 (1.7a)	Find missing addend ($2 + _ = 5$) by adding on objects and complete subtraction problems through matching objects and comparing; Understand some basic part-whole concepts; Can sometimes start unknown problems by trial and error
Subtraction	Subtraction with objects ("Duck had 4 cookies. She ate 1 of the cookies. How many cookies did she have left?")	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
	Subtraction with objects ("Bear has 9 balloons and he gives 2 to Duck. How many does he 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)	Solve subtraction problems by separating objects
	Part-part-whole, subtrahend unknown ($6 - X = 4$). ("Dog was holding 6 juice boxes, then she gave some away. Now, Dog has 4 juice boxes altogether. How many juice boxes did Dog give away?")	Task 5	Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6) Recognize and describe with fluency part-whole relationships for numbers up to 10 (1.7a)	Find missing addend ($2 + _ = 5$) by adding on objects and complete subtraction problems through matching objects and comparing; Understand some basic part-whole concepts; Can sometimes start unknown problems by trial and error

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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: Understanding the CBRS as a Teacher Rating Scale: Recognizing and Reducing the Impact of Teacher Bias

Overview of the CBRS

The *Child Behavior Rating Scale* (CBRS) is a teacher rating scale used as part of VKRP to gather information about a student’s self-regulation and social skills in the classroom:

- **Self-regulation skills:** skills that support students to manage their attention, emotions, and behaviors to adapt to the demands of the school environment (e.g., listen to others, follow expectations and multi-step directions, and stay focused on tasks).
- **Social skills:** skills that support students to successfully navigate interactions and build relationships with peers and adults (e.g., cooperate in a group, express thoughts and emotions, and resolve conflicts in a positive way).

The [CBRS](#) includes 17 items 10 for self-regulation (e.g., “concentrates when working, not easily distracted”) and seven for social skills (i.e., “willing to share”). Teachers report on how often they see a student demonstrating a behavior on a 5-point scale from 1 (never) to 5 (always). Although most items of the CBRS are worded positively, two items are worded so that a higher rating indicates a more negative behavior.

Why VKRP uses the CBRS

VKRP uses the CBRS because it demonstrates reliability and validity across cultural contexts and with students across different ages, ranging from 3 to 8 years of age. It also was found to be reliable and valid across different racial and ethnic groups. A summary of this research can be found [here](#).

The CBRS provides valuable information about students’ classroom behavior as seen by the teacher. For example, teachers’ ratings of children’s self-regulation skills using the CBRS relate to other self-regulation measures, such as classroom observations of behavioral self-regulation or direct assessments (e.g., Schmitt et al., 2014). In addition, students’ self-regulation skills as rated by their teachers using the CBRS is linked to their growth in academic achievement, even when accounting for students’ age, gender, and their parents’ education (e.g., Gestsdottir et al., 2014). See the CBRS overview in link above for a more extensive review.

Teachers’ Perceptions of Students’ Skills are Influenced by Teacher Bias

Despite the valuable information that the CBRS provides, the CBRS is *one* brief, screening measure. It is not designed to comprehensively assess students’ self-regulation and social skills. An accurate interpretation of the CBRS scores requires an understanding that the *CBRS measures teachers’ perceptions of children’s behavior*. In other words, the CBRS scores are based upon teachers’ views of students’ behaviors in the classroom. The CBRS is **not** a direct, standardized task that a student completes to assess their skill level. Teachers are not impartial reporters of students’ behavior. Their reports of students’ skills and behavior are influenced by their own lens and their own characteristics (Mason et al., 2014; Pigott & Cowen, 2000; Waterman et al., 2012), to include their biases and understanding of diverse cultures. Teachers’ explicit and implicit biases—related to gender, race/ethnicity, culture, disability, religion, language, or socioeconomic

status—can affect how they perceive and interpret students' behavior in the classroom. Without a commitment to reflect upon and take action to counteract these negative automatic thoughts or assumptions, a teacher's biases will be reflected in how they report on and interpret students' behaviors (see below for how to enact anti-bias action when completing and using the CBRS information).

Given the pervasive influence of systemic racism, *biases related to race/ethnicity have been shown to affect how teachers perceive and interact with young children* (Iruka et al., 2020). Teachers—like all humans—can possess automatic, unconscious, negative perceptions towards students from racially marginalized groups. As an example, in a recent study, teachers were asked to watch for misbehavior in a video showing 4 young children (two children were white and two were Black) engaging in a classroom. In this study, the researchers used eye-tracking technology to know which children the teachers were looking at. Teachers tended to look longer at the Black children, expecting them to misbehave, even though *none of the children displayed any misbehavior* (Gilliam et al., 2016). The good news is that teachers can make intentional efforts to stop racially biased thoughts, judgments, and decisions when completing and using the CBRS (see below for how to enact anti-racist action).

Taking an Anti-Bias and Anti-Racist Approach when Completing and Using Information from the CBRS

Here are some practices teachers can use to take an anti-bias and anti-racist approach when completing the CBRS and when interpreting and using the data from the CBRS:

- 1. Wait at least four weeks into the school year to complete the CBRS.** Students need time to acclimate to their classroom context. Teachers also need time to interact with students, make personal connections with them, build supportive teacher-student relationships, and learn about children's families and cultural values before completing the CBRS.
- 2. Observe a student's behaviors across settings.** The self-regulatory and social behaviors students display will vary across activity settings (e.g., whole group, small group, individual activities, lunch, outdoor, etc.). Observing students across settings allows a teacher to obtain a more complete picture of students' average behaviors, avoiding biased overgeneralizations. Teachers can observe students across various points in time by selecting a few students at a time to intentionally observe and score, completing the CBRS in multiple rounds.

Teachers may be less likely to interpret a student's undesired or negative behavior as internal, or due to something about the child, and stable, or unlikely to change, when they have the opportunity to see a student engage across various activities during the school day.

- 3. Make notes of specific behaviors.** Taking notes about specific, concrete behaviors that relate to the scale items during observations is a helpful strategy for increasing rating accuracy. Describing specific behaviors allows teachers to move away from interpretation and evaluation—both of which are more influenced by their own biases and cultural values.

When noticing specific behaviors, teachers can reflect on whether those behaviors may be culturally influenced and whether their teaching is responsive to students' cultural backgrounds. Learn [more about culturally responsive practice](#).

- 4. Reflect on their own biases.** Teachers should examine their CBRS data and look to see if there are any patterns in the characteristics of students (e.g., gender, race/ethnicity, disability status, language,

socioeconomic status, etc.) they rate as displaying the lowest self-regulation and social skills. Teachers should then consider whether they are holding these students to different behavioral expectations compared to other students in the classroom.

In addition, reflecting on the strength and quality of their relationship with a student when rating student behavior and when interpreting the CBRS data might alert teachers to potential biases in their ratings. If they feel disconnected from particular students, they can examine the reasons for these feelings, and reflect on whether they are making assumptions and attributions about particular behaviors based on a student's cultural background, race/ethnicity, gender, age, socioeconomic status, or other student characteristics.

- 5. Seek out and incorporate information from other sources.** Getting the perspective(s) of other staff members who work directly with students (e.g., educational specialists, counselors, etc.) while completing ratings and when interpreting the data from their ratings provides a teacher with a more complete picture of the student's skills in different contexts.

Importantly, the items on the CBRS do not provide teachers with any information about *why* a student may be demonstrating certain behaviors. Students' demonstration of self-regulation and social skills are heavily dependent upon the classroom context. For example, if a teacher reports that a student has trouble following instructions, this could be because the instructions are too complicated or unclear, the student has difficulties remembering things, and or there is a cultural mismatch in the teacher and student expectations.

Teachers need to gather more information to understand how to support a student to meet the demands of their classroom and build positive connections with teachers and peers. Teachers can (1) talk with other individuals who interact with and know the student well (e.g., caregivers/family members or other teachers), (2) intentionally observe to identify when and where certain behaviors are most likely to occur, and what happens before, during, and after they occur, and (3) examine of the ways in which their own feelings and actions in the moment influence a student's behavior or how they, as the teachers, interpret it.

In summary, the CBRS is a teacher rating scale that has been used extensively in early childhood education research and provides useful information about a student's self-regulation and social skills. However, as a teacher rating scale, it measures teachers' perceptions of a student behavior and, is subject to teacher bias. Intentionally using the practices described above can help reduce teacher bias, including racial bias, when completing using the CBRS.

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Appendix D: Using VKRP with English Language/Multilingual 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 Language/Multilingual Learners. 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 English Language/Multilingual Learners.

[https://pals.virginia.edu/resources/Literacy Assessments for ELLs.pdf](https://pals.virginia.edu/resources/Literacy_Assessments_for_ELLs.pdf).

For students who are English Language/Multilingual learners, linguistic, cultural, and contextual factors are critical considerations for the accurate assessment of skills⁴ 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 helps with appropriate selection of assessment instruments and interpretation of results.⁵

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

For a child who is an English Language/Multilingual Learner, assessing skills only in English may underestimate their knowledge and skills in a particular content area.⁶ 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.⁷ When interpreting the assessment results, knowledge and consideration of second language and literacy acquisition⁸ is critical.⁹

⁴ Pena, Elizabeth D., and Tamara G. Halle. "Assessing preschool dual language learners: Traveling a multiforked road." *Child Development Perspectives* 5.1 (2011): 28-32.

⁵ National Academies of Sciences, Engineering, and Medicine. *Promoting the educational success of children and youth learning English: Promising futures*. National Academies Press, 2017.

⁶ National Academies of Sciences, Engineering, and Medicine.

⁷ 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.

⁸ 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.

⁹ National Academies of Sciences, Engineering, and Medicine.

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 (other than Spanish).** 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 skill development in English has not been assessed. Individuals who administer the Spanish-language EMAS must be fluent in Spanish and have successfully participated in a VKRP training session. 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 their perception of 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 English Language/Multilingual Learners. 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 English Language/Multilingual Learners with those who are not. Thus, the data suggest that the CBRS can be used with students who are identified as English Language/Multilingual Learners. However, teacher's ratings of English Language/Multilingual Learners' self-regulation and social skills using the CBRS should be interpreted with caution for the reasons we describe below.

If a teacher rates a student as low on the self-regulation or social skills subscales, the CBRS provides useful information that the student might need more support 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 English Language/Multilingual Learners, 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. It is also important to note that the teacher's perception influences their ratings of student behavior.

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 English Language/Multilingual Learners, 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>
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- 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>