

Kindergarten Entry Assessment and Progress Monitoring Alignment to the Kindergarten Texas Essential Knowledge and Skills (TEKS)

MEASURE	HOW IS THIS ASSESSED?	KINDERGARTEN TEKS STANDARD
<p>Literacy Letter Names (wave 1)</p>	<p>This section measures the student's knowledge of the names associated with various letters of the alphabet through teacher-recorded responses for English and student-selected responses for Spanish. The teacher and student should sit side-by-side. The teacher will read the prompt on the screen. The student will say the name of the letter and the teacher will score the response as correct or incorrect.</p> <p>If the student responds with the sound of the letter or says the name in another language, say: "That's the sound this letter makes. Tell me the name of this letter." Or "What's the English letter?" / "What's the Spanish letter?"</p>	<p>§110.2 English Language Arts and Reading, Kindergarten,</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(D) demonstrate print awareness by:</p> <p>(v) identifying all uppercase and lowercase letters</p>
<p>Literacy Letter Sounds -Receptive (waves 1 & 3) -Expressive (waves 2 & 3)</p>	<p>The Letter-Sound Correspondence subtest assesses a child's ability to identify sounds associated with individual letters. For the receptive subtest, the teacher and student should sit side-by-side. It is recommended that the student uses headphones as some items have audio prompts. In the expressive subtest, the teacher and student should sit side-by-side.</p> <p>Say: "We are going to look at some letters and see if you know the sound they make. It is okay to guess if you do not know the sounds. Some letters make only one sound and some make more than one sound. Try to tell me at least one sound the letters make. Ready?"</p> <p>If the students says the name of the letters, you can say: "Tell me the sound."</p>	<p>§110.2 English Language Arts and Reading, Kindergarten,</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) identifying and matching the common sounds that letters represent</p>

<p>Literacy Blending -Receptive (waves 1, 2, & 3) -Expressive (wave 3)</p>	<p>This section measures the student’s ability to identify the blended or combined sounds that make a word through student-selected responses. The teacher and student should sit side-by-side. It is recommended that the student uses headphones as some items have audio prompts.</p> <p>The blending expressive subtest has the prompt for the correct word to view on the screen. Student should hear the prompt with the blended parts but not see the printed word. The student will say the word after hearing the prompt. Teacher will record correct or incorrect.</p>	<p>§110.2 English Language Arts and Reading, Kindergarten,</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(v) blending syllables to form multisyllabic words;</p> <p>(vi) segmenting multisyllabic words into syllables;</p> <p>(vii) blending spoken onsets and rimes to form simple words;</p> <p>(viii) blending spoken phonemes to form one-syllable words;</p> <p>(ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes;</p> <p>(x) segmenting spoken one-syllable words into individual phonemes;</p>
<p>Literacy Decoding (waves 2 & 3)</p>	<p>This section measures the student’s ability to decode non-high frequency words. The teacher and student should sit side-by-side. The student should read the words and the teacher will score the response as correct or incorrect.</p> <p>Say: “I am going to show you some words and I would like you to try to read them to me. What word is this?” The student responds: hot.</p> <p>After the first item, the instructions can be shortened to: “What word is this?”</p> <p>If the child sounds out words letter by letter (e.g., /h/, /o/, /t/), prompt by saying: “Now say the word smoothly.” This prompt can be used each time the child attempts to read the word by sounding out each letter.</p> <p>Only give credit if the child is able to read the word smoothly and accurately. If the child does not respond in 5-10 seconds, feel free to encourage the child to guess. If after 10 seconds the child does not respond, record incorrect and proceed with the rest of the measure.</p>	<p>§110.2 English Language Arts and Reading, Kindergarten,</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p>

<p>Literacy Spelling (waves 1, 2, & 3)</p>	<p>Students earn one point for each correct, recognizable letter that is written in the correct position within a spelling word. This is a test of orthographic knowledge, so childlike handwriting is acceptable.</p>	<p>§110.2 English Language Arts and Reading, Kindergarten,</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with VC, CVC, and CCVC;</p> <p>(ii) spelling words using sound-spelling patterns; and</p> <p>(iii) spelling high-frequency words from a research-based list;</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>
<p>Language Vocabulary (waves 1, 2, & 3)</p>	<p>The Vocabulary Naming subtest gains insight into a child's expressive vocabulary skills. This section measures the student's vocabulary through teacher-recorded response items. The teacher and student should sit side-by-side.</p> <p>The teacher will read the prompt on the screen. The student will say the name of the image and the teacher will score the response as correct or incorrect.</p> <p>Use the vocabulary scoring guidelines sheet for each wave to use as a guide for acceptable responses.</p>	<p>§110.2 English Language Arts and Reading, Kindergarten,</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>
<p>Language Listening Comprehension -Receptive (waves 1 & 3) -Expressive (wave 3)</p>	<p>The receptive subtest measures the student's ability to understand verbal information and follow directions through student-selected responses. The teacher and student should sit side-by-side. It is recommended that the student uses headphones as some items have audio prompts. Make sure the student selects his or her response by clicking an answer after listening to the entire prompt. In the expressive subtest, the teacher will record the student's verbal response as correct or incorrect. Use the scoring guidelines to listen for acceptable responses.</p>	<p>§110.2 English Language Arts and Reading, Kindergarten,</p> <p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively and ask questions to understand information and answer questions using multi-word responses;</p> <p>(B) restate and follow oral directions that involve a short, related sequence of actions;</p> <p>(C) share information and ideas by speaking audibly and clearly using the conventions of language;</p>

STEM
Mathematics
(waves 1, 2, & 3)

Part 1 measures the student’s knowledge of math skills related to numbers and counting, operations, patterning, and math in the real world through a combination of teacher-recorded and student-selected responses. The teacher and student should sit side-by-side. The student should **respond to the recorded questions** and the teacher will score the response as correct or incorrect.

Part 2 measures the student’s knowledge in number recognition, patterns, and operations, and can be done independently by the student with adult supervision. It is recommended that the student uses headphones as the items have audio prompts.

§111.2. Mathematics, Kindergarten,

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(A) count forward and backward to at least 20 with and without objects;

(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;

(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.

(5) Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;

(B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;

(D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably

STEM
Science
(waves 1, 2, & 3)

This section measures the student's general knowledge of physical, life, and earth and space sciences as well as engineering applications of science through student-selected responses. It is recommended that the student uses headphones as the items have audio prompts.

§112.11. Science, Kindergarten,

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

(A) collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums; and

(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:

(B) observe, record, and discuss how materials can be changed by heating or cooling.

(6) Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:

(D) observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.

(9) Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:

(A) differentiate between living and nonliving things based upon whether they have basic needs and produce offspring; and

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape;

§111.2. Mathematics, Kindergarten,

(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:

		<p>(A) give an example of a measurable attribute of a given object, including length, capacity, and weight; and</p> <p>(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.</p>
<p>Social Emotional Social and Emotional Competence (waves 1, 2, & 3)</p>	<p>In this section, the teacher will reflect on the student’s social and emotional skills within a classroom setting. The teacher should take time to think about each question before answering. Information is provided in parentheses to help clarify the question or to provide an example.</p> <p>Ratings are assigned for each item. Observe and mark each student as 1-Rarely, 2-Sometimes, or 3-Consistently.</p>	<p>Competency 1: Self-Awareness</p> <p>Goal I: Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems</p> <p>Objective A: Student demonstrates an awareness of own emotions</p> <p>Objective C: Student demonstrates awareness of external supports</p> <p>Competency 2: Self-Management</p> <p>Goal II: Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success</p> <p>Objective A: Student demonstrates ability to manage emotions constructively</p> <p>SEL Standards and CASEL Competencies Goals & Objectives</p>
<p>Social Emotional Emotion Management (wave 1)</p>	<p>In this section, the teacher will reflect the way emotions are managed by each student at this time of the school year. The teacher should take time to think about each question before answering. Information is provided in parentheses to help clarify the question or to provide an example. Ratings are assigned for each item. Observe and mark each student as 1-Rarely, 2-Sometimes, or 3-Consistently.</p>	<p>Competency 1: Self-Awareness</p> <p>Goal I: Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems</p> <p>Objective A: Student demonstrates an awareness of own emotions</p> <p>Competency 2: Self-Management</p> <p>Goal II: Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success</p> <p>Objective A: Student demonstrates ability to manage emotions constructively</p> <p>SEL Standards and CASEL Competencies Goals & Objectives</p>

<p>Executive Function Working Memory (wave 1)</p>	<p>This section measures the student's ability to hold in memory 1 – 3 pieces of information in an increasingly complex setting through student-selected responses. The teacher and student should sit side-by-side.</p> <p>It is recommended that the student uses headphones as the items have audio prompts.</p>	<p>Competency 1: Self-Awareness</p> <p>Goal I: Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems</p> <p>Objective A: Student demonstrates an awareness of own emotions Objective</p> <p>Objective D: Student has a sense of personal responsibility</p> <p>SEL Standards and CASEL Competencies Goals & Objectives</p>
<p>Executive Function Attention (wave 1)</p>	<p>This section measures the student's ability to focus attention, stay on task, as well as quickly and accurately focus on relevant features of the task. The teacher and student should sit side-by-side.</p> <p>This measure is a 2 minute timed task. It is recommended that the student uses headphones as some items have audio prompts.</p>	<p>Competency 1: Self-Awareness</p> <p>Goal I: Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems</p> <p>Objective D: Student has a sense of personal responsibility</p> <p>SEL Standards and CASEL Competencies Goals & Objectives</p>
<p>Executive Function Inhibition (wave 1)</p>	<p>This section measures the student's ability to restrict his or her impulse to click an image through student-selected responses. The teacher and student should sit side-by-side.</p> <p>The student will be instructed not to click the bees. If the student clicks the bees, the high score will reflect "high impulsivity." It is important to ensure the student is attentive and engaged throughout the administration of this task.</p> <p>This is the only measure in TXKEA where a low score is desired.</p>	<p>Competency 4: Self-Management</p> <p>The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <p>SEL Standards and CASEL Competencies Goals & Objectives</p>

<p>Academic Motor Skills Academic Motor Skills (wave 1)</p>	<p>In this section, the teacher will reflect on the student’s fine and visual motor skills. The teacher should take time to think about each question before answering. Information is provided in parentheses to help clarify the question or to provide an example. The Academic Motor Skills Questionnaire includes 3 anchors. Observe and mark each student: Typical for Age, Delayed, or Not Observed.</p> <p>Scoring Instructions Fill in the circle with the appropriate response:</p> <p>Not Observed/No observado Delayed/Retrasado (<i>The child struggles completing these types of tasks and there is a noticeable delay.</i>) Typical for Age/Típico para la edad (<i>The child is able to complete these types of tasks in a manner that are similar to the majority of classroom peers.</i>)</p>	<p>§110.2 English Language Arts and Reading, Kindergarten,</p> <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);</p>
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