TEXAS
Kindergarten
Entry Assessment

TRAINING COURSE
FACILITATION GUIDE

CHILDREN'S LEARNING INSTITUTE.

UTHealth™
The University of Texas
Health Science Center at Houston

Introduction

The facilitator guide is a companion document to the Texas Kindergarten Entry Assessment (TX-KEA) Online Training Courses. It is intended to guide facilitators in introducing and training teachers to administer TX-KEA.

The Texas Kindergarten Entry Assessment (TX-KEA) is a comprehensive assessment that can be used to evaluate many learning domains critical for academic success at kindergarten entry and throughout the kindergarten year. TX-KEA is available in both Spanish and English and is designed to be administered by kindergarten teachers assessing students in their own classrooms. Individual student reports can be generated for parents, while teachers, school administrators, and district personnel can generate a variety of student and classroom reports. TX-KEA reports help inform instruction by providing teachers with student scores in each learning domain.

This guide includes brief activities, reflective questions, and hands-on interactions to strengthen teachers' understanding of TX-KEA and how to administer it reliably to students. Each module includes activities to encourage dialogue, reflection, and active engagement. Slide presentations are provided to complement the online courses with additional information, activities, and handouts to extend the online content. Times allotted for each module are approximate and may vary according to number of participants, level of engagement, and experience with testing.

> Course facilitators should have completed three online courses in the TX-KEA Online Training: *Introduction*, *Administration Guidelines*, and *Reporting Features.*

OVERVIEW OF THE FACILITATION MODULES

The facilitator guide is organized into five modules based on the TX-KEA Online Training Courses. Each module begins with an introduction and general information about preparation, materials, a suggested process, and times. Times throughout the modules are estimated and can be shortened or lengthened depending on the audience.

Module	Purpose
Module 1: **Introduction**	Provide an overview of TX-KEA, including the purpose of the assessment, descriptions of the domains being assessed, determining the language of administration, and assessing special needs populations.
Module 2: **CLI Engage Demonstration**	Introduce participants to the CLI Engage platform and demonstrate how to log-in and access TX-KEA subtests.
Module 3: **Administration Guidelines**	Introduce participants to the CLI Engage platform with live, interactive demonstration and learn how to administer specific TX-KEA subtests as required by teachers' administrators.
Module 4: **Reporting Features**	Introduce reporting features with live, interactive demonstration on how to print various reports for teachers and parents.
Module 5: **Closing**	Provide participants with a review of available resources, a brief introduction to the Overview for Administrators course, and answer questions.

Organization & Layout

PROPOSED AGENDA

This guide is structured as a one-day session for introducing and learning how to administer TX-KEA. Facilitators may also select specific subtests to train based on subtests that teachers will be required to administer.

Handouts are included at the end of some modules and should be copied for participants before the training.

Sections	Time
1 Opening and Introductions	15 minutes
2 Introduction Course	60 minutes
3 CLI Engage Introduction and Demonstration	30 minutes
4 Administration Guidelines Course	45-120 minutes*
5 Reporting Features Course	60 minutes
6 Closing	30 minutes

Note: Breaks and lunch are not included because these may vary.

*The Administration Guidelines course time varies based on the number and type of subtests the teachers will be required to administer.

PLANNING AND MATERIALS

Task	✓
Print handouts and name tags	
Arrange tables to facilitate discussion and use of laptops	
Set up screen, audio equipment, and computer with projector	
Prepare table supplies (e.g., sticky notes, pens, notepads, highlighters, etc.)	
Print User Guide for each participant, including the Appendices	

Overview

<table>
<tr><td>

INTRODUCTION

The purpose of this course is to provide an overview of TX-KEA, including the purpose of the assessment, descriptions of the domains being assessed, determining the language of administration, and assessing students with disabilities.

</td><td>

PREPARATION

Optional Materials
- Sticky notes
- Pens
- Paper

Required Materials
- None

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TIME

Approximately 45 minutes. Varies depending on the number of subtests on which teachers will be trained.

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PARTICIPANT HANDOUTS

- User Guide

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</table>

Suggested Process

1. Welcome participants and introduce yourself.

2. Explain housekeeping items, such as break times, restroom locations, etc.

3. Use trainer notes to facilitate the course.

   Voiceover: Narration automatically plays via course.

   Say: Required information to share with participants after the slide appears and the voiceover plays.
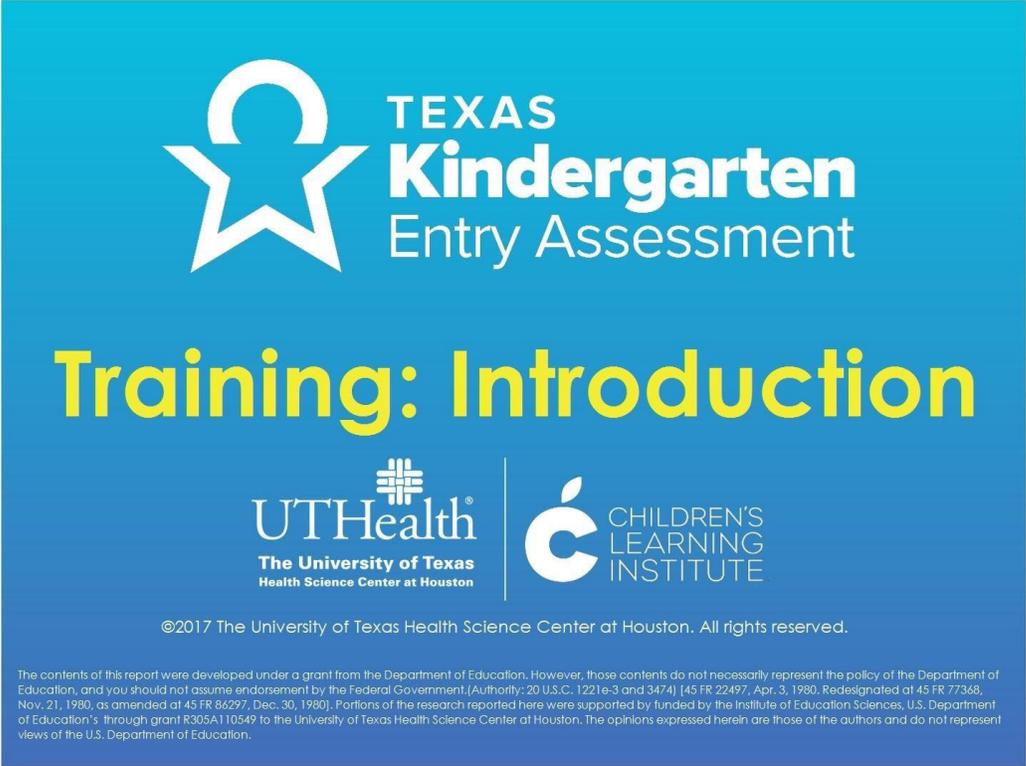
   Trainer Tip: Optional information to share with participants after the slide appears and the voiceover plays.

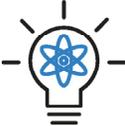   Handout: Title of handout to use for the corresponding slide.

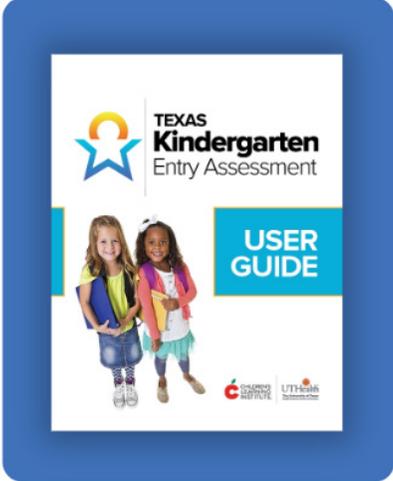|		
	Voiceover:	None.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

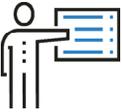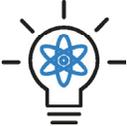|		
🎙	**Voiceover:**	Welcome to the Texas Kindergarten Entry Assessment's Online Training Series. There are three online courses for teachers. You are currently taking the Introduction course. Once you have completed this course, you will take the Administration Guidelines Course. There is also a Reporting Features course.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

TX·KEA TRAINING — Introduction to TX-KEA

Before You Begin

Before you begin the course, you may want to have the **User Guide** available to follow along for additional information.

🎙	**Voiceover:**	Before you begin the course, you may want to have the User Guide available to follow along for additional information. Download the TX-KEA User Guide from the Training and Support section on CLI Engage under How-To Guides.
	Say:	None.
	Trainer Tip:	Have participants locate their User Guide that was distributed to them at the beginning of the training. You may allow them a brief amount of time to familiarize themselves with the guide.
	Handout:	None.

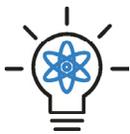|		
	Voiceover:	In this course, we will provide an overview of TX-KEA and progress monitoring, address language of administration, and discuss considerations when administering TX-KEA to students with disabilities. The course will conclude with a review of key course content.
	Say:	Introduce the topic: "Let's take a moment to discuss what you already know about the basics of administering TX-KEA and how you typically consider language of administration and assessing students with disabilities when using TX-KEA or any other assessment." Ask for a volunteer scribe, have participants brainstorm what they know, and use this information to fill in the K column. Ask a second volunteer scribe a discussion about what participants want to know about the topic, and use this to fill in the W column.
	Trainer Tip:	Use large chart paper to make the chart shown in the example. You may also use a separate piece of chart paper for each column. This chart will be revisited throughout the training and used as a "wrap up" at the end. If teachers have questions throughout the training that cannot be answered in the moment, they can be guided to jot down their question on a post-it note and add it to the "What We Want to Know" section of the KWL chart. Example: K-W-L Chart
	Handout:	None.
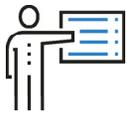
Example: K-W-L Chart

What We Know	What We Want to Know	What We Learned

Introduction to TX-KEA

Overview of TX-KEA

The **Texas Kindergarten Assessment System (TX-KEA)** is a collaborative effort between the U.S. Department of Education, the Texas Education Agency, and the Children's Learning Institute at UTHealth.

🎙	**Voiceover:**	The Texas Kindergarten Entry Assessment System, or TX-KEA, is a collaborative effort between the US Department of Education, the Texas Education Agency, and the Children's Learning Institute at UT Health. TX-KEA was developed by faculty and members of the state initiatives team at the Children's Learning Institute- TEA's statewide early childhood education coordinator; national experts specializing in each content area; technology departments at UT Health and TEA; and finally, the many teachers and administrators throughout Texas who attended focus groups and provided feedback that helped shape the assessment.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

🎤	**Voiceover:**	After TX-KEA's launch in fall 2017, the Children's Learning Institute initiated a new project to expand the one-time kindergarten entry assessment into an ongoing progress monitoring tool which is offered throughout the kindergarten year. Funded by the Brown Foundation, the kindergarten progress monitoring tool was piloted and validated in kindergarten classrooms in Texas during the 2017-18 school year. In fall 2018, the kindergarten progress monitoring tool became available to Texas school districts and charter schools at no cost on CLI Engage. CLI piloted a literacy screener in the spring of 2020 to make it fully available to all kindergarten teachers in the fall of 2020.
🧑‍🏫	**Say:**	None.
💡	**Trainer Tip:**	None.
📄	**Handout:**	None.

TX·KEA TRAINING — Introduction to TX-KEA

TX-KEA and Kindergarten Progress Monitoring

TX-KEA offers a variety of options to kindergarten programs:

- Three-wave kindergarten progress monitoring tool (BOY, MOY, EOY)

- A brief literacy screener at the beginning of year only

- The flexibility to administer whichever parts of the TX-KEA that you and your administrators are most interested in

	Voiceover:	TX-KEA continues to offer kindergarten programs flexible options when administering the three-wave- beginning of year, middle of year and end of year kindergarten progress monitoring tool. What was once just a one-time kindergarten entry assessment, now serves as the beginning of year assessment for the kindergarten progress monitoring tool. All options can be accessed when selecting Texas Kindergarten Entry Assessment on the CLI Engage dashboard under Screening, Progress Monitoring and Observation. The brief literacy screener that is offered at the beginning of the school year only is also housed here.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

TX·KEA TRAINING   Introduction to TX-KEA

What is TX-KEA?

TX-KEA is:

- Administered at the beginning, middle, and end of the school year

- A progress **monitoring tool** that incorporates a literacy screener at beginning of year assessments

- Available in **English and Spanish**

- Housed on an **innovative platform** and provides reports to parents, teachers, and school district personnel

- A **valid and reliable** assessment for its intended purposes and target population

	Voiceover:	The kindergarten progress monitoring tool is administered at the beginning, middle, and end of the school year. The tool covers six major domains and is available in English and Spanish. Individual student reports can be generated for parents while teachers, school administrators, and district personnel can generate a variety of student and classroom reports. TX-KEA is a valid and reliable progress monitoring tool for its intended purposes and target population: kindergarten students in Texas. This progress monitoring tool is provided at no cost to Texas public schools.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

TX-KEA TRAINING — Introduction to TX-KEA

TX-KEA Basics

- **Who administers TX-KEA?**
  - Kindergarten teachers

Who is assessed?
- Texas kindergarten students

When do you assess students?
- Flexible assessment waves determined by your administrators

🎙️	**Voiceover:**	TX-KEA is designed to be administered by kindergarten teachers assessing students in their own classrooms. Throughout this training, you will hear about assessment waves. These are timelines in which the assessments are administered. For example, wave 1 refers to a timeline at the beginning of the school year, wave 2 refers to a timeline at the middle of the school year, and wave 3 refers to a timeline at the end of the school year. These waves allow for flexibility and will be determined by your administrators.
🧑‍🏫	**Say:**	None.
💡	**Trainer Tip:**	None.
📄	**Handout:**	None.

Introduction to TX-KEA

What are the purposes of TX-KEA?

- Monitor **student progress** over time
- Help **identify students** in need of further assessment
- Help **inform instruction**
- Respond to **changing needs** of students

	Voiceover:	TX KEA helps the student's teacher identify learning areas in which the student is developing a level of understanding that is expected for his or her age. The tool also identifies areas in which the student might need more targeted support and practice. At the beginning of the year, TX KEA offers comprehensive assessment measures in six domains to efficiently determine what students know when they enter kindergarten. The Literacy Screener will further help the teacher identify those students who are Kinder Ready or may need further intervention.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

TX·KEA TRAINING ⭐ Introduction to TX-KEA

Benefits of Using TX-KEA

Teachers can use the results to **plan instruction**, form **small groups**, and request **further evaluation** of students (if necessary).

When teachers and parents have an accurate account of their students' strengths and weaknesses, they can **scaffold learning** at home and school.

🎙	**Voiceover:**	TX-KEA results should be used to inform efforts to close the school readiness gap at kindergarten entry and throughout the kindergarten year. The results inform instruction in early elementary classrooms and inform parents about their children's status which helps involve them in decisions about their children's education. This assessment should not be used to prevent a student's entry into kindergarten or as a single measure for high-stakes decisions. Teachers can use the results to better plan instruction, form small groups, and request further evaluation of students, if necessary. When teachers and parents have an accurate account of their students' strengths and weaknesses, they can scaffold learning at home and school.
🧑‍🏫	**Say:**	None.
💡	**Trainer Tip:**	None.
📄	**Handout:**	None.

TX-KEA **Introduction to TX-KEA**
TRAINING

TX-KEA Domains and Subtests

Language and Literacy
• Vocabulary
• Letter Names
• Spelling
• Listening Comprehension
• Letter Sounds
• Blending Sounds
• Decoding (Wave 2 and 3)

STEM
• Mathematics
• Science & Engineering

Academic Motor Skills
• Academic Motor Skills

Social Emotional
• Social Emotional Competence
• Emotion Management

Executive Functioning
• Inhibition
• Working Memory
• Attention

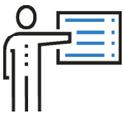|		
	Voiceover:	TX-KEA is a comprehensive assessment that can be used to evaluate many learning domains critical for academic success at kindergarten entry and throughout the kindergarten year. The Language and Literacy domain consists of vocabulary, letter names and spelling which also serve as the TX-KEA Literacy Screener and is only administered at the beginning of the school year. The Language and Literacy domain also includes listening comprehension, letter sounds, blending and decoding. Note that decoding is only assessed later in the school year. STEM consists of mathematics, science and engineering. The Motors Skills domain includes fine and visual motor skills. The Social Emotional domain assesses students' social emotional competence and emotion management. While the Executive Functioning domain assesses students' inhibition, working memory, and attention. TX-KEA is a comprehensive assessment; however, you have the flexibility to administer whichever subtests that you and your administrators are most interested. You also have the flexibility to administer these subtests in any order.
	Say:	"Consider how using kindergarten assessment data might influence your planning and teaching objectives. What does it tell you about what the students know? What does it tell you about what the students don't know? How will that influence your instruction? Pair up, discuss your ideas, and then share with the large group."
	Trainer Tip:	Encourage participants to select just one of the TX-KEA subtests listed they would like to know more about and expound upon how those results may help them better understand their students' needs.
	Handout:	None.
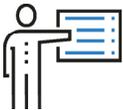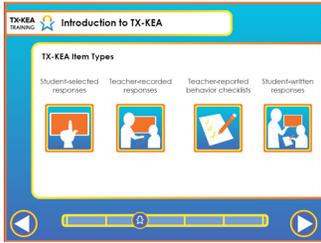
🎙️	**Voiceover:**	TX-KEA has four item types: student-selected responses, teacher-recorded responses, teacher-reported behavior checklists, and student-written responses. Some subtests include two of these item types. For student-selected responses, students will listen to an audio prompt and make a selection from among multiple choices. Students can select their responses by touching the screen, using a developmentally appropriate pointing device, or simply pointing, in which case the teacher should click on their choice. The test will automatically advance to the next item.

TX-KEA's second item type is teacher-recorded responses. These items require the student to listen to an audio prompt and then provide a verbal response. The teacher then records the student's response by selecting incorrect or correct. The test will then advance to the next item.

The third type is teacher-reported behavior checklists which teachers will complete on CLI Engage. These behavioral checklists ask teachers to rate how frequently they observe certain behaviors at school.

The fourth item type, student-written response, is specific to the spelling subtest. Teachers will prompt students to spell words and students will write responses on a sheet of paper. The teacher will score spelling on CLI Engage. |
| 🧑‍🏫 | **Say:** | "True or False: I can go do circle time with three-quarters of the class while the rest of my students are doing the student-selected responses part of TX-KEA on their own on the computers."

"This statement is false as TX-KEA subtests require the teacher to be present at all times." |
| 💡 | **Trainer Tip:** | Reinforce that even when there are student-selected subtests, teachers are to be present. It is developmentally appropriate to expect that kindergarten age students will need regular and consistent guidance to stay on task. For example, students may need to be prompted to make their selection using the mouse or by pointing to an item on the screen. |
| 📄 | **Handout:** | None. |
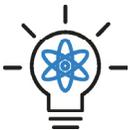
TX·KEA TRAINING   Introduction to TX-KEA

TEA's Early Childhood Data System (ECDS)

If your school district or charter school will be reporting information to TEA's Early Childhood Data System (ECDS), please review the information within the following link when selecting the Texas Kindergarten Entry Assessment measures: TX-KEA Required Measures for ECDS

	Voiceover:	If your school district or charter school will be reporting information to TEA's Early Childhood Data System (ECDS), please review the information within the following link when selecting the Texas Kindergarten Entry Assessment measures: TX-KEA Required Measures for ECDS.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

Introduction to TX-KEA

Administration Considerations

- **TX-KEA** is administered **electronically**

- Students are assessed **one-on-one**

- **TX-KEA** subtests can be administered **altogether or across several sittings**

🎙	**Voiceover:**	TX-KEA is an electronic assessment that is administered to students one-on-one by teachers. The entire TX-KEA does not need to be administered in a single sitting. Flexibility of the assessment allows teachers to administer one subtest at a time or multiple subtests at a time.
	Say:	"True or False: TX-KEA can only be administered in a single sitting." "This statement is false. TX-KEA does not need to be administered in a single sitting. Flexibility of the assessment allows teachers to administer one subtest at a time or multiple subtests at a time."
💡	**Trainer Tip:**	None.
📄	**Handout:**	None.
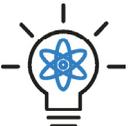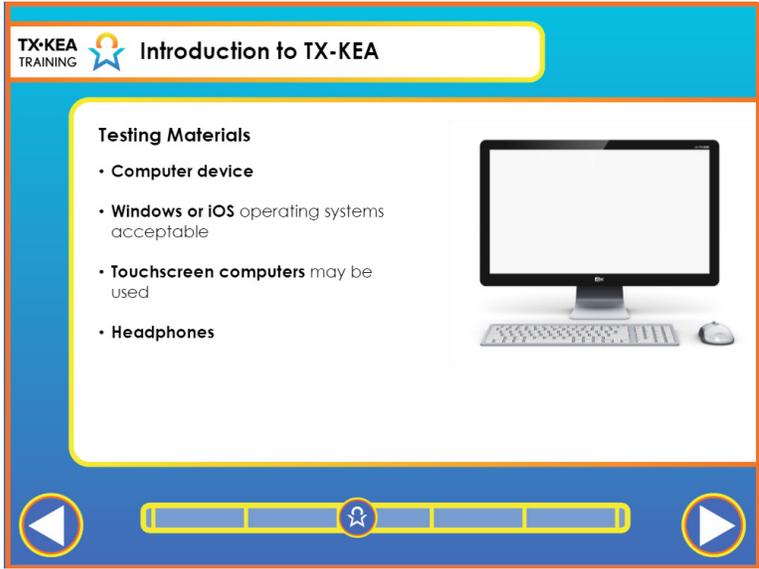
	Voiceover:	TX- KEA should be administered using a laptop or desktop computer. Audio does not perform well on tablet devices, such as iPads and Android tablets. Use of laptop and desktop computers is strongly recommended for best functionality. If available, touchscreen computers may be used for TX-KEA administration to allow students to interact directly with the assessment. If a touchscreen computer is not available, students can provide responses by touching or pointing at the monitor. The teacher will then record the responses by using a mouse to click on the images that the student points to. Headphones will be needed, as many subtests require students to wear headphones to clearly hear the audio prompts.
	Say:	"Let's pause here to think about the equipment you will have access to for administration of TX-KEA. Jot down if you have a computer, laptop, or tablet with a large enough screen to assess students. Do you also have working headphones? Is your internet connection reliable enough for administering TX-KEA online? Who do you need to speak with to help you answer these questions and/or get necessary materials to administer TX-KEA?"
	Trainer Tip:	None.
	Handout:	None.
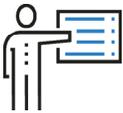
Introduction to TX-KEA

TX·KEA TRAINING

Language of Administration: Spanish and English TX-KEA

- All **TX-KEA** subtests are available in **English and Spanish**

- **Both versions** have been **validated** to ensure reliability and validity with these populations

- The **English** version of **TX-KEA** has been administered to
  - English-speaking students
  - Spanish-speaking students
  - English learners who speak other languages

- The **Spanish** version of **TX-KEA** has been administered to
  - Native speakers of Spanish

🎙	**Voiceover:**	All TX-KEA subtests are available in English and Spanish. Both versions have been validated to ensure reliability and validity with these populations. As stated earlier, TX-KEA has not been validated for use as a measure of language proficiency in either language. The English version of TX-KEA has been administered to English-speaking students, Spanish-speaking students, and English learners whose dominant language is neither Spanish or English. The Spanish version of TX-KEA has been administered to native speakers of Spanish.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

Introduction to TX-KEA

Determining the Language of Assessment

Language of assessment for **English Learners** should follow recommendations of the campus **Language Proficiency Assessment Committee** (LPAC).

Decisions on the language of assessment for **native English speakers** who are participating in Spanish-English dual-language immersion programs is left to the **discretion** of program personnel.

	Voiceover:	The decision to assess Spanish-speaking English language learners in Spanish, or in both English and Spanish, should follow the recommendations of the campus Language Proficiency Assessment Committee, or LPAC [el-pack]. Decisions regarding the language of assessment for native English speakers who are participating in Spanish-English dual-language immersion programs is left to the discretion of program personnel.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

Introduction to TX-KEA

Linguistic Accommodations for English Learners

Oral Translation: The TX-KEA English subtest instructions may be translated by a person fluent in the student's dominant language.

- Reduces English proficiency demands

- Does not alter the construct of the test being measured

Voiceover:	Before assessing your students, who speak neither Spanish nor English, linguistic accommodations may be considered. One type of linguistic accommodation that is appropriate to use with the English version of TX-KEA is to provide an oral translation of assessment instructions to ensure that the student understands the task being administered. The student's score will still be based on them responding correctly in English, but administration of the instructions regarding a particular task in their dominant language is allowable. The person who provides the translation should be a fluent speaker of the student's dominant language.
	Appropriate linguistic accommodations are those that reduce the English proficiency demands of the test without altering the content the test is intended to measure.
Say:	None.
Trainer Tip:	You may choose to pause at this point to discuss the Language of Administration section of the User Guide.
Handout:	None.

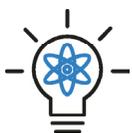|		
	Voiceover:	The TX-KEA User Guide contains additional information that may be helpful as you make decisions regarding language of administration.
		To learn more about how to use TX-KEA to guide instruction, assess students' areas of strengths or weaknesses, and assess students' most proficient language, review the User Guide located in the Training and Support section of CLI Engage under How-to Guides, with other TX-KEA resources.
		Example: K-W-L Chart

What We Know	What We Want to Know	What We Learned
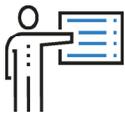
	Say:	"Let's revisit our KWL chart and see if all of what you wanted to know more about pertaining to language of administration was covered."
	Trainer Tip:	If discussions arise about the variety of models in Texas regarding language of instruction and their LPAC committee drives those decisions. Share with teachers that some districts have chosen to assess students in both Spanish and English in order to better understand their students' instructional needs. Remind teachers that more will be learned about the specifics of administering the subtests in both English and Spanish in the Administration Guidelines Course.
	Handout:	None.

Introduction to TX-KEA

Assessing Students with Disabilities Overview

- Assessing students identified as having a disability is extremely complex.

- We solicited feedback from special educators, diagnosticians, and other district professionals.

- **TX-KEA was NOT designed and should NOT be used to identify a student as having a disability.**

- TX-KEA was not normed for students with identified disabilities.

	Voiceover:	Now that we've discussed language of administration, we will now consider students with disabilities. The assessment of students who have been identified as having a disability or who are suspected of having a disability, is an extremely complex endeavor. During development, we solicited feedback from special educators, diagnosticians, and other district professionals, such as speech, occupational, and physical therapists. TX-KEA was NOT designed and should NOT be used as means to establish whether or not a student could be classified with a disability. This is not the purpose of TX-KEA. It is also important to remember that TX-KEA was not normed for students with disabilities. This means that we do not have information about how students with a specific diagnosed disability would perform on these measures.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

Introduction to TX-KEA

Should I use TX-KEA with a student with a disability?
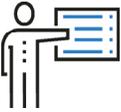
- Students with disabilities have a wide **range of skills**.

- Understanding how a student with a disability scores in relation to typically developing peers can provide teachers with **essential** information.

🎤	**Voiceover:**	You may wonder why you might use TX-KEA with a student with a disability if it was not normed for students with disabilities. Students with disabilities have a wide range of skills and many students with mild forms of disabilities, such as a language delay, can easily complete many of the TX-KEA subtests with no, or minimal, accommodations. Understanding how a student with a disability scores in relation to typically developing peers can provide teachers with information about the relative strengths and areas for growth needed to better guide instruction for students with disabilities. For example, you may have a student with a language delay that scores within normal limits on the Math, Social, and Emotional subtests, but struggles on the Language and Literacy subtests. This provides a wide range of information about this student's strengths and allows for more individualized instruction in the areas where support is needed.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

TX·KEA TRAINING   Introduction to TX-KEA

Accommodations and TX-KEA

- After seeking input from stakeholders, it was determined that guidelines published by **TEA** provided an excellent framework for considering accommodations within **TX-KEA**.

- **TEA Accommodations** consider variability of the students and allow for appropriate flexibility within the accommodations.

- Each school must carefully consider their purpose for using **TX-KEA** when considering accommodations for students with disabilities.

	Voiceover:	After thorough investigation, we found that the Texas Education Agency's Published Accommodations, along with recommendations from our focus groups, were the most comprehensive fit with TX-KEA. TEA's accommodations consider variability of the students and allow for appropriate flexibility within the accommodations. However, each school must carefully consider their purpose for using TX-KEA when considering accommodations for students with disabilities.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

Introduction to TX-KEA

Key Points

- Teachers and administrators should make **reasonable efforts** to provide appropriate **accommodations** that will allow students with disabilities the opportunity to demonstrate their knowledge.

- The best judge of the appropriateness of the accommodations are the **professional staff** who have the most contact with the student with a disability.

- Creative accommodation approaches that allow students with disabilities to successfully complete **TX-KEA** subtests but do not violate the content of the assessment would be welcomed by the authors of TX-KEA.

- **TEA Guidelines** should be considered when attempting to determine appropriate accommodations.

	Voiceover:	Teachers and administrators should make reasonable efforts to provide appropriate accommodations that will allow students with disabilities the opportunity to demonstrate their knowledge. The best judge of the appropriateness of the accommodations are the professional staff who have the most contact with the student with a disability. Creative accommodation approaches that allow students with disabilities to successfully complete TX-KEA subtests, but do not violate the content of the assessment would be welcomed by the authors of TX-KEA. TEA guidelines should be considered when attempting to determine appropriate accommodations.
	Say:	"True or False: I have a student who has been diagnosed with Down Syndrome, so I won't be able to assess him using TX-KEA." "This statement is false. Remember, teachers and administrators should make reasonable efforts to provide appropriate accommodations that will allow students with disabilities the opportunity to demonstrate their knowledge."
	Trainer Tip:	Let's pause to think about your own students and what efforts might be needed to provide appropriate accommodations for students with disabilities. Discuss with your partner some accommodations you may need to plan for.
	Handout:	None.

TX·KEA TRAINING ⭐ Introduction to TX-KEA

TX-KEA is:

- A **three-wave** kindergarten progress monitoring tool for beginning-, middle-, and end-of-year and includes a brief beginning of the year literacy screener

- Available in **English and Spanish** and allows adaptations for English Learners and students with disabilities

- Designed to inform **instruction** and provides **links** to classroom activities through the CLI Engage small **grouping tool**

- A **combination** of teacher-recorded **assessments**, student-selected direct assessments, student-written responses, and teacher questionnaires

- Compatible for **data uploads** to TEA's Early Childhood Data System (ECDS)

- Listed on the **Commissioner's List** of Approved Kindergarten Assessment Instruments

- A **web-based system** that provides **reports to parents, teachers**, and **school district** personnel

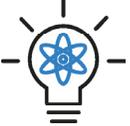|		
	Voiceover:	As we conclude this course, let's review some key points. TX-KEA is a comprehensive assessment offered to kindergarten teachers and their students across Texas. It is available in English and Spanish and will allow adaptations for ELLs and students with special needs. TX-KEA was designed to inform instruction and includes a web-based reporting system to help teachers make effective use of the results. TX-KEA is a combination of teacher-recorded direct assessments, student-selected direct assessments, student-written responses, and teacher questionnaires. TX-KEA is compatible for data uploads to TEA's Early Childhood Data System (ECDS) and is on the Commissioner's List of Approved Kindergarten Assessment Instruments. TX-KEA is a time-efficient tool with multiple brief measures that provide reports to parents, teachers, and school district personnel.
	Say:	"TX-KEA provides reports to which groups of people…A. Teachers…B. School District Personnel…C. Parents…and D. Doctors." "TX-KEA is a time-efficient tool with multiple brief measures that provide reports to parents, teachers, and school district personnel."
	Trainer Tip:	None.
	Handout:	None.

Introduction to TX-KEA

TX-KEA is NOT…

- An **intelligence** test

- A **high stakes** test

- A **language proficiency** test

- An assessment to **evaluate the performance** of kindergarten programs or teachers

- A system to **determine certification** of early childhood programs

	Voiceover:	TX-KEA is NOT an intelligence test, a high stakes test, or a language proficiency test. Students' scores should not be used to evaluate the performance of kindergarten or pre-kindergarten teachers or used to make placement decisions about individual students. It is also not an assessment system to determine certification of early childhood programs.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

Introduction to TX-KEA

TX·KEA TRAINING

Next Steps

- Now that you have completed the **"Introduction"** course, you can learn how to administer the **TX-KEA** by completing the **"Administration Guidelines"** course.

- The online administration course can be accessed on **CLI Engage**.

CLI engage

- Click the forward button to proceed and exit the course.

🎙️	**Voiceover:**	Now that you have completed the "Introduction" course, you can learn how to administer TX-KEA by completing the "Administration Guidelines" course.
	Say:	None.
	Trainer Tip:	None.
	Handout:	None.

	Voiceover:	Visit the Training and Support section of CLI Engage to find How-to Guides, user guides, and other resources related to TX-KEA. The TX-KEA User Guide contains additional information on alignments, Spanish language item development, accommodations for students with disabilities and other frequently asked questions.
	Say:	"Now, let's review the KWL chart again to ensure we covered everything you wanted to know about assessing students with disabilities." K-W-L Chart | What We Know	What We Want to Know	What We Learned	
	Trainer Tip:	If items under the "Want to Know" section have not been answered, remind the teachers of the course in which those questions will be answered (Administration Guidelines Course or Reporting Features Course).
	Handout:	None.

TX·KEA TRAINING Introduction to TX-KEA

You have now completed the **TX-KEA Introduction** course. Click on the button below to return to CLI Engage and receive your certificate via email.

EXIT THE COURSE

🎙	**Voiceover:**	None.
🧑‍🏫	**Say:**	None.
💡	**Trainer Tip:**	None.
📄	**Handout:**	None.

Overview

INTRODUCTION	PREPARATION
The purpose of this section is to introduce participants to the CLI Engage platform and demonstrate how to log-in and access TX-KEA subtests.	Optional Materials • Sticky notes • Pens • Paper Required Materials • None
TIME Approximately 30 minutes.	**PARTICIPANT HANDOUTS** • User Guide

Suggested Process

1. Welcome participants and introduce yourself.

2. Explain housekeeping items, such as break times, restroom locations, etc.

3. Use "Accessing the TX-KEA Assessment on CLI Engage" instructions on the next page to facilitate participants logging in to CLI Engage and accessing the screener. Have participants follow along by reviewing the same instructions in their User Guide.

TEXAS
Kindergarten
Entry Assessment

Accessing the TX-KEA Assessment on CLI Engage

The Texas KEA is available on the CLI Engage web-based platform. To access the Texas KEA, teachers, administrators, and district personnel will need to log in to www.cliengage.org using a Google Account. *You must have completed the registration process.

LOGGING IN TO WWW.CLIENGAGE.ORG:

- You will need a desktop computer, laptop, or tablet with Internet access. The Texas KEA can be administered offline, but you will need to follow instructions in the User Guide.

- Open a new browser window and go to: www.cliengage.org.

- Click "Login" on the top right corner of the screen.

- On the next screen, select: "Sign In with your Google Account."

- Enter your Google username and password and click "Sign in."

GOOGLE ACCOUNT SET-UP:

If you do not have a Google Account, you can create one using your existing email account or by creating a Gmail account at the following link: https://accounts.google.com/signup

To use your current email address to setup a new Google Account, click "I prefer to use my current email address" below the "Choose Your Username" box. Please write down your username and password somewhere convenient.

CLI ENGAGE DASHBOARD:

After logging in, you will see a dashboard that includes links to:

- Access assessments, including the Texas KEA

- Access to online professional development courses

- Access the CIRCLE Activity Collection

- Access collaborative tools

SUBMIT A HELP TICKET THROUGH CLI ENGAGE IF YOU NEED ASSISTANCE.

A CLI staff member will contact you within 48 hours.

TO ACCESS THE TEXAS KEA:

1. Login to www.cliengage.org

2. Click "Texas Kindergarten Entry Assessment" under *Screening, Progress Monitoring, and Observation* on the Dashboard.

3. On the "Class List" page, click on the name of the class that includes the students you wish to assess.

4. Next, you will see the "Student View" page. This page allows you to:

   - Choose to administer an assessment in English or Spanish
   - See the benchmark scores for students in a class
   - Launch an assessment, multiple assessments, or subtests
   - Assess offline
   - View class-level reports, including small group and parent reports

STUDENT VIEW PAGE