

Changes in FLKRS

Implication for Early Childhood
Learning Services Teachers

May 13,2009

Early Childhood Observation System™ (ECHOS)

- ECHOS remains the same (2009-2010)
- 19 benchmarks with 3 indicators each
- Teachers may have “special area”
teachers help check off items

ECHOS

- Domain (Language & Literacy)
- Subdomain (Concepts of Print)
- Benchmark (Knows how to use a book)
- Progress Indicators (Shows curiosity about parts of a book)

HCS Domains/Benchmarks	Indicator Demonstrated	Indicator	No opportunity to observe any indicator	Not Yet Demonstrating	Emerging/Progressing	Consistently Demonstrating
Concepts of Print Knows how to use a book (1-A-1)	①	1. Shows curiosity about all aspects of print	0	0	1 or 2 or 3	2 and 3
	②	2. Identifies front and back of book and where story begins				
	③	3. Recognizes that the purpose of print is to tell the story				
Oral Language and Vocabulary Shares information about events that happen outside of school (1-E-1)	①	1. States events with class	0	0	1 or 2	3
	②	2. Describes an event in one or two simple sentences				
	③	3. Elaborates on an event in great detail				
Comprehension Retells a story or part of a story that has been read to the class (1-F-1)	①	1. Listens attentively when the teacher reads books in class	0	0	1 or 2	3
	②	2. Retells one part of the story accurately				
	③	3. Retells whole story or event experienced in class				
Comprehension Demonstrates understanding of story elements (1-F-2)	①	1. Answers literal questions about story elements including character, setting, and plot	0	0	1	2 or 3
	②	2. Makes predictions based on illustrations or positions of stories				
	③	3. Answers questions (e.g., inferential, cause and effect) about stories read by teacher				
Writing Demonstrates awareness of distinction between "child" writing and conventional writing (1-G-2)	①	1. Repeats own scribble writing	0	0	1	2 or 3
	②	2. Recognizes difference between scribbling/drawing pictures and conventional writing				
	③	3. Uses phonetic spellings mixed with conventional spellings when writing				
Number Sense and Operation Counts objects in a collection by creating one-to-one correspondence between each number word and each object (1-H-1)	①	1. Counts five objects and associates last counting word with "how many"	0	0	1	2 or 3
	②	2. Provides correct number of objects (up to 10) upon request				
	③	3. Provides a collection of objects for 10 items to count when requested				

ECHOS – Areas of Concern

- High percentage statewide of **No Opportunity to Score**
- Writing, Algebraic Thinking, Data Analysis, Scientific Inquiry, Production/Distribution/Consumption
- This should be given only if a child cannot demonstrate **any** of the three indicators

ECHOS – Areas of Concern

- If a child has 5 or more 0 point scores then they will receive a not ready in the RR count

Florida Kindergarten Readiness Screening

- DIBELS no longer used
- Florida Assessment for Instruction in Reading – new K-12 screening and assessment
- There are three assessment periods (AP) Fall/Midyear/Year End

FAIR K-2

Broad
Screening (BS)

+

**Broad Diagnostic
Screening
(BDS)**

If necessary

**Targeted Diagnostic
Screening
(TDI)**

**Progress
Monitoring**

FAIR

- **Broad Screen/Progress Monitoring Tool**
 - Identifies children who are likely to be on or above grade level in reading and math at the end of the year.
 - Administered to all children at the beginning, middle, and end of the year.
- **Broad Diagnostic Inventory**
 - Provides specific information about children's ability to read connected text for accuracy, fluency, and comprehension.
 - Administered to all children at beginning, middle (optional), and end of year.
- **Targeted Diagnostic Screening**

FAIR COMPONENTS

- **Broad Screening**
 - Letter Naming
 - Phonemic Awareness
- **Broad Diagnostic Screening (BDS)**
 - Listening Comprehension
 - explicit & implicit
 - Vocabulary

FAIR COMPONENTS

- Targeted Diagnostic Screening (9 tasks)
 - Print Awareness
 - Letter Naming Knowledge
 - Phoneme Blending
 - Phoneme Deletion
 - Letter Sound Connection (initial & final)
 - Word Building (initial & final)

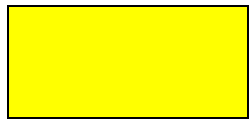
FLKRS Readiness Rate

- Only Broad Screening will be figured in the Readiness Rate
 - Letter Naming (10)
 - Phonemic Awareness (10)
 - These 2 scores will give “*probability of reading success*” score
 - Proposed cut off score may be 67% (about 6 right on each)
 - ECHOS

Success Zones -Probability Scores



- 85% or better probability of grade-level or above performance on the SESAT/SAT-10/FCAT



- 16-84% probability of grade-level or above performance on the SESAT/SAT-10/FCAT



- 15% or less probability of grade-level or above performance on the SESAT/SAT-10/FCAT

FAIR Prompts – Letter Naming

- I am going to show you some letters of the alphabet. Tell me the name of the letter. Ready?

L

l

T

t

A

a

FAIR Prompts – Phonemic Awareness

- Listen as I say some words. If I say /s/ /ock/, I know the word is sock. What would the word be if I say /l/ /ake/?
- 10- 2 and 3 phoneme words, mostly onset and rime

FAIR Prompts – Listening Comprehension

- Listen while I read (title). When I am finished, I will ask you a few questions. Ready? Listen carefully.
- Short 2-3 paragraph selection
- Explicit and implicit questions (5)

FAIR Prompts – Vocabulary

- Nouns, verbs, attributes
- *I'm going to show you some pictures and ask you some questions. When you answer please say only one word. Let's practice. Ready?*
 - *What is this?*
 - *What is he doing?*
 - *Can you tell me another word for **X**?*

For More Information

- <http://www.brightbeginningsfl.org/Assessment/Default.aspx>
- <http://www.fldoe.org/earlylearning/assessments.asp>

Discussion

