Dear Kindergarten Teacher,

We are very excited to have you and your school division join us in the Virginia Kindergarten Readiness Program (VKRP). VKRP is an initiative focused on building a more comprehensive understanding of school readiness and success. As an assessment system, VKRP adds measures of mathematics, self-regulation, and social skills to complement Virginia’s statewide assessment of literacy skills using the Phonological Awareness Literacy Screening (PALS).

Literacy, mathematics, self-regulation, and social skills assessments are combined to provide teachers with a more comprehensive picture of students’ skills at the beginning and end of kindergarten. VKRP places a purposeful and equal emphasis on children’s academic and social-emotional skills.

- The Phonological Awareness Literacy Screening (PALS) is used to assess students’ literacy skills.
- The Early Mathematics Assessment System (EMAS) is used to assess students’ mathematics skills.
- The Child Behavior Rating Scale (CBRS) is used to assess students’ self-regulation and social skills.

VKRP is also a reporting system that provides detailed information about students’ skills at the student, classroom, school, division, and state levels. It provides a snapshot of students’ skills in the fall and spring and information about growth in students’ skills across the year. VKRP includes aligned instructional resources that teachers can use to support students’ growth and learning.

Together, all of the components of the VKRP assessment system are designed to provide detailed and actionable information to assist teachers, leaders, stakeholders and other individuals at all levels (classroom, school, division, state) in delivering the support needed for student learning. In addition, VKRP can help school and division leaders better support teachers with targeted professional development and help policymakers make sound decisions about educational needs and funding across the Commonwealth.

We have created this VKRP Program Manual to complement the information that you receive during your VKRP training. In it, we share reminders on administering the VKRP assessments, provide an overview of reports, and describe the resources available through VKRP to support your students’ skill development in mathematics, self-regulation, and social skills. You will also find technology tips for running the application on your desktop or laptop computer.

Please reach out to us with any questions or comments via our toll-free hotline 866-301-8278 ext. 1 or vkrp@virginia.edu or our online chat while you are in the VKRP web portal.

Thank you for your commitment to your students’ success,

Amanda Williford, PhD
Virginia Kindergarten Readiness Program
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Introduction

Virginia Kindergarten Readiness Program

Project Overview
The Virginia Kindergarten Readiness Program (VKRP) is an initiative focused on building a more comprehensive understanding of school readiness and success. As an assessment system, VKRP adds measures of mathematics, self-regulation, and social skills to complement Virginia’s statewide assessment of literacy skills using the Phonological Awareness Literacy Screening (PALS, www.pals.virginia.edu). Data from the assessments are beneficial for a wide range of stakeholders including state policymakers, division and school leaders, educators, and families who support young students’ learning during the kindergarten school year and beyond.

History
VKRP was initiated by Elevate Early Education (E3), a statewide, bipartisan, issue-advocacy organization dedicated to early childhood education. E3, in partnership with the University of Virginia’s Center for Advanced Study of Teaching and Learning (CASTL) and with guidance from the Virginia Department of Education, launched a three-phase approach to creating a statewide, comprehensive kindergarten assessment. In Phase I, CASTL researched and selected assessment tools that could be used statewide to accurately assess readiness skills across a range of domains upon kindergarten entry. During Phase II, VKRP was administered to a group of students who were representative of kindergartners across the Commonwealth, and data indicated that 34% of children arrived at kindergarten unprepared in at least one critical learning domain (literacy, math, self-regulation, and social skills). These results were reported to the Virginia State Legislature which allocated funding to begin statewide implementation of the expanded assessments in order to provide a more comprehensive snapshot of kindergarten children’s incoming skills. Phase III has included a gradual statewide roll-out of VKRP, allowing for input from administrators and teachers as well as expansion of VKRP to include the beginning and end of kindergarten.

Statewide Use
The Virginia General Assembly passed legislation that requires all kindergarten students to be assessed in the fall and spring using VKRP by the end of the 2019-2020 school year and annually thereafter (HB5002, Item 128, H.).
Navigating to VKRP

VKRP and PALS work together to provide you with an efficient online assessment experience—one login and password to remember (PALS) and one entry or upload of your class roster. Classroom information entered into PALS is automatically shared with the VKRP web portal. Any update to your classroom information is done on the PALS website.

1. Log into your PALS account using your email and PALS password.

2. Once you’re logged into PALS, select the VKRP tab on the menu bar. This action will take you to the VKRP web portal, where you can access all components of VKRP: assessments, reports, and resources.
VKRP Web Portal Structure

Use the key below in conjunction with the web portal diagram.

A. **Home** – links to the homepage of the VKRP web portal; the landing page
B. **Assessment Guides** – links to Program Manual, EMAS Video Demonstrations, and Access Practice Assessments pages
C. **Training** – links to Teacher Training Checklist and My VKRP Training Modules pages
D. **Reports** – links to My Reporting Dashboard and Understanding Reports pages
E. **Instructional Resources** – links to Resources Overview, Geometry, Patterning, Numeracy, Computation, Self-Regulation, and Social Skills pages
F. **Help** – links to FAQs and Contact Us pages
G. **Connect to PALS** – links back to the PALS homepage
H. **Training checklist** – lists three helpful reminders (with links) to prepare for VKRP assessments
I. **View classroom reports** – links to the classroom overview report in the reporting dashboard
J. **Student list** – shows your classroom roster in alphabetical order
K. **Overall status** – indicates a student’s overall completion status for both the EMAS and CBRS. Different scenarios warrant a status of complete (checked blue circle) (i.e., a student who has been administered the EMAS and has a completed CBRS; a student who has been administered the EMAS and was marked exempt on the CBRS)
L. **EMAS assessment** – entry point to the English or Spanish-language math assessment
M. **CBRS assessment** – entry point to the self-regulation and social skills assessment
N. **Student reports** – links to the student overview report in the reporting dashboard
O. **Tracking panel** – tracks the completion status of each assessment
P. **Manage your classroom list via PALS** – links back to the PALS website where you can make changes or updates to your classroom roster
VKRP Web Portal Diagram

**WELCOME**

**TRAINING CHECKLIST**
Please complete the following three steps prior to conducting VKRP assessments.

- Complete a training
- Review VKRP Program Manual
- Try a practice assessment

Please verify that you have completed the three VKRP training requirements.

**ASSESSMENT ADMINISTRATION AND TRACKING**
- Please complete the EMAS and CBRS assessment for each student.
- The Spanish version of the EMAS is optional and available for any student.
- To mark a student exempt, please start the assessment and then follow appropriate steps.

**STUDENTS FOR:**

**STUDENTS** | **OVERALL STATUS** | **MATH ASSESSMENT: EMAS** | **SOCIAL-EMOTIONAL: CBRS** | **STUDENT REPORTS**
---|---|---|---|---
Amos, Sarah | | | | View reports
Burley, Christopher | | | | View reports
Connor, Caroline | | | | View reports
Davis, Jayden | | | | View reports
Ellis, Tiana | | | | View reports
Fagen, Fiona | | | | View reports
Hernandez, Matias | | | | View reports
Moore, Ruby | | | | View reports

**Please note. Reports may not be complete or accurate when student data is missing.**

Manage your classroom list via PALS
How to Prepare

The training checklist on the VKRP landing page serves as a reminder of the things you need to do to prepare for VKRP. This checklist will remain on your landing page until you complete all the steps and confirm completion. However, you can always revisit and review these items at any time by clicking the “Training” tab on the menu bar. Additionally, we recommend watching a video demonstration of the EMAS, even though it is not included in the checklist. We encourage you to complete the steps described below to successfully administer the VKRP assessments.

**Step 1: Complete a Training**

1. These online modules are not required if you attended an in-person training session. However, they can serve as a “refresher” prior to beginning your assessments.

   To access, select “Complete a training” from the training checklist on the VKRP landing page, OR select “Training” on the menu bar and choose “My VKRP Training Modules” from the list.

2. Once on “My Assigned Trainings” page, select the blue “Not Started” button under VKRP Training.

3. Select a training module to complete. Modules can be completed in any order and range from 10 to 15 minutes.
Step 2: Review the Assessment Manual
After completing the training, select “Review VKRP Program Manual” from the training checklist, OR select “Assessment Guides” on the menu bar and choose “Program Manual” from the list. On this page, you will find the online version of this manual, which you can download in PDF format.

Step 3: Watch a Video Demonstration of the EMAS
Although it is not a required step in your checklist, we strongly recommend that you watch a video demonstration. To access these, on the VKRP landing page, select “Assessment Guides” on the menu bar and choose “EMAS Video Demonstrations” from the list. On this page, you will find video samples of the fall EMAS administration.

Step 4: Try a Practice Assessment
1. On the VKRP landing page, select “Try a practice assessment” from the training checklist, OR select “Assessment Guides” on the menu bar and choose “Access Practice Assessments” from the list.
2. Select the type of assessment you would like to practice. We strongly encourage practicing the EMAS to become familiar with the questions and manipulatives and reviewing the CBRS to become familiar with the behaviors you will be required to rate.

Step 5: Confirm Completion of Checklist
When you have completed a training (online or in-person), reviewed the manual, watched a video demonstration, and practiced the assessments (EMAS and CBRS), confirm that you finished all the steps by selecting “Yes, I’m all set” on your landing page. Once you do this, the training checklist will disappear from your landing page, but you can always access and review it again under the “Training” tab on the menu bar.
The Early Mathematics Assessment System

What is the EMAS?
The Early Mathematics Assessment System (EMAS) is a reliable and valid research-based assessment of early mathematical thinking that draws on modern cognitive science as well as developmental and educational research. Created by Dr. Herb Ginsburg and colleagues at Teachers College, Columbia University, and expanded and adapted by researchers at CASTL, the EMAS is designed to measure a broad range of mathematical content.

EMAS at a glance
- Teachers administer the assessment to students individually using a flip book and manipulatives.
- The assessment takes approximately 20-25 minutes per student to administer in the fall and spring.
- 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 children and help teachers observe students’ thinking.
- It is aligned with the Virginia Foundation Blocks, Virginia Standards of Learning (2016), and Clements and Sarama’s Mathematics Learning Trajectories (2009) (see Appendix A).

What skills are assessed with the Fall EMAS?
The EMAS is designed to focus on key foundational skills in each mathematics sub-domain that set students on a successful early math trajectory. The EMAS is comprised of the four modules indicated below. The number of items in each module varies from fall to spring, but there is a larger number of numeracy items as compared with other sub-domains because of the strong focus on this area in kindergarten.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td>Patterning</td>
<td>Numeracy</td>
<td>Computation</td>
</tr>
</tbody>
</table>
| • Shape Matching and Identification  
  • Shape Properties  
  • Composing Shapes | • Reproducing Patterns  
  • Extending Patterns  
  • Creating Patterns | • Counting and Cardinality  
  • Subitizing  
  • Comparing and Ordering Numbers  
  • Composing Numbers  
  • Recognizing and Writing Numerals | • Adding and Subtracting |

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How to Administer the EMAS

Step 1: Prepare

1. Complete training requirements (see pages 5-6 for more information).
2. Have a designated assessment space. Find an appropriate, quiet space where you can spread out.
3. Ensure that your VKRP kit has all of the necessary materials. Consult the assessment kit checklist below. Contact the VKRP office for any missing materials (see page 26 for our contact information).

<table>
<thead>
<tr>
<th>Miscellaneous materials</th>
<th>Pattern cards</th>
<th>Shape manipulatives</th>
<th>Loose Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipbook (x1)</td>
<td>Flowerpot (x4)</td>
<td>Rectangle (x1)</td>
<td>Orange shapes mat (x1)</td>
</tr>
<tr>
<td>Marker (x1)</td>
<td>Dog (x5)</td>
<td>Hexagon (x1)</td>
<td>Dots sheet – 5 &amp; 6 (x1)</td>
</tr>
<tr>
<td>Chips (x20)</td>
<td>Basketball (x6)</td>
<td>Equilateral triangle (x1)</td>
<td>Numeral mat – 5 &amp; 7 (x1)</td>
</tr>
<tr>
<td></td>
<td>Hat (x6)</td>
<td>Square (x2)</td>
<td>Laminated animals mat (x1)</td>
</tr>
<tr>
<td></td>
<td>Cupcake (x8)</td>
<td>Circle (x2)</td>
<td>Ten frame (x1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Isosceles triangle (x2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trapezoid (x2)</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

4. Familiarize yourself with the online structure of the assessment.
   - **Materials** needed for each task are listed at the top of the assessment page (in brackets and italics).
   - The **progress reminder** indicates the module and task you are working on and is displayed in the top right corner.
   - The **screen image** either corresponds with the image in the flip book, highlights which manipulative you should use, or displays how you should arrange a manipulative.
   - The **online chat** feature located in the lower right corner connects you to the VKRP support team (Monday to Friday, 8am-5pm).
Step 2: Start the Assessment

1. Select the student and assessment.
   - To begin the assessment, select “EMAS – English” or “EMAS – Spanish” next to your student’s name (see pages 13-14 or Appendix C for more information about using the EMAS with English Learners).
   - Students can be assessed in both languages.

2. 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.

3. Consider and select the administration condition (see pages 11-12 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 an 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:
       - “Non-Standard”
       - “Exempt”
     - Select the appropriate option. You will then be prompted to provide an explanation in the text box before beginning the assessment. Please note, an explanation is required and will print out on your Teacher Comments Report.
Step 3: Administer the Assessment

1. Administer each item.
   - Green text is the verbal script and should be read aloud to the student. Adhere to the online script to ensure the same administration across students.
   - Follow the noted non-verbal instructions in brackets.
   - Some items begin with a demonstration (DEMO) to familiarize students with the rules of the task. These items are not scored.

2. Record student’s response.
   - Correct response is in green and always listed first.
   - Possibly correct responses are in orange.
   - Incorrect responses are in red.
   - Each response branches to a different “next” screen – some with follow-up prompts or feedback.
   - The previous button allows you to go back one question during the assessment.

3. Take a break if needed.
   - The EMAS auto-saves responses. If a student needs a break, stop the assessment and resume at a later time/day. A convenient place to pause, if needed, is the half-way point in the assessment between the second (patterning) and third (numeracy) modules.

4. 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 doesn’t answer in the general time indicated.
   - Depending upon the student’s response, you may be prompted to give additional scaffolding.

5. 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 out with the Teacher Comments Report. Be sure to press submit when finished.
EMAS Accommodations and Exemptions

Accommodations
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. The documentation necessary for the accommodation varies (see EMAS Administration Conditions Table on next page).

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 (see EMAS Administration Conditions Table on next page) or any translation of the EMAS for students with a home language other than English. 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.

Exemptions
The decision to exempt a student from the assessment must be made in conjunction with the student’s IEP and should be discussed with your principal or instructional specialist. A student who is deemed exempt will not be given the EMAS. In that case, start the EMAS as you would for any student and follow the steps to exempt the student.
## EMAS Administration Conditions Table

<table>
<thead>
<tr>
<th>Standard Administration</th>
<th>Examples</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allowable Practices</strong></td>
<td>Allowable practices are support options that are part of the design of the assessment. Allowable practices enable optimal performance for all students and do not change the construct being measured.</td>
<td>Using multiple testing sessions to administer the assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taking breaks between tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scheduling assessments for optimal times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeating directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeating practice items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Including hand motions with oral directions where appropriate (e.g., multi-step questions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using altered lighting (to decrease glare or increase lighting, moving away or toward light source)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allowing students to repeat directions (to check for understanding)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allowing non-verbal students to respond by pointing rather than vocalizing as indicated in instructions</td>
</tr>
<tr>
<td></td>
<td><strong>Accommodations</strong></td>
<td>Using an auditory aid (e.g., FM system, sound field system)</td>
</tr>
<tr>
<td></td>
<td>Accommodations give students with disabilities access to the assessment. Accommodations do not change the construct being measured and are consistent with daily instructional practices.</td>
<td>Using visual supports to outline expectations and/or visual schedule (e.g., FIRST, Work. THEN, Break.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using various writing devices for the written portion of the assessment (e.g., paper and pencil, white board and dry-erase marker)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using assistive technology (e.g., magnifier, video magnifier, pointer, Velcro landing pad or slide-proof mat for manipulatives)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using tactile test materials for shape recognition and patterning tasks (e.g., APH geometric shapes, real tangible items like eraser-pencil-eraser-pencil in place of frog-hat picture pattern)</td>
</tr>
<tr>
<td>Non-standard Administration</td>
<td><strong>Modifications</strong></td>
<td>Simplifying/altering directions</td>
</tr>
<tr>
<td></td>
<td>Modifications may change the construct being measured. Modifications are consistent with daily instructional practices.</td>
<td>Using a translated version of the EMAS (other than the Spanish-language EMAS)</td>
</tr>
</tbody>
</table>
EMAS Considerations

Assessment Tips

- Create an assessment schedule in advance. Start at the beginning of the assessment window to give yourself plenty of time.
- Make it fun for students to reduce anxiety. Try framing it as a one-on-one math game with exciting, hands-on materials. Assure students that they are not expected to get all answers correct.
- Assess whenever you can! Think of blocks of time during the day when the class is engaged in independent activity that might allow you to work with a student one-on-one.
- Or, if your schedule allows, choose a consistent time to administer the assessment (i.e., during math small group).
- Enlist help from colleagues (a math coach, SPED and ELL teachers, paraprofessionals) to cover or help monitor your classroom.
- Set your para or assistant up for success by creating a schedule and lesson plan in advance to avoid interruptions. If resources allow, enlist a substitute for a portion of the day throughout the assessment window.

EMAS Administration with English Learners
There are currently three options for administering the EMAS with English Learners (see Appendix C for more information about Using the VKRP with English Learners):

1. **Administer the EMAS in English.**
2. **Administer the EMAS in the student’s home language.**
   - If the student’s home language is Spanish, select the Spanish-language EMAS. Individuals who administer the Spanish-language EMAS must be fluent speakers of Spanish and have successfully participated in a VKRP training session. To begin the EMAS in Spanish, select “EMAS – Spanish” next to your student’s name. Then follow the administration guidelines outlined on pages 8-10.
   - For students whose home language is not English or Spanish, the EMAS must be locally translated prior to assessment administration. Individuals who administer the assessment in a student’s home language should be fluent in that language and have successfully participated in a VKRP training. If you choose this option, you would still select the EMAS – English option on your tracking panel. But, you would need to select “Non-Standard Administration” and note the use of a translated EMAS in the textbox provided.
   - When a student has been assessed in their home language (Spanish-language EMAS or translation into another language) scores will be incorporated into all of the classroom-level reports, student-level reports, and the family information report.
3. **For students whose home language is Spanish,** administer the EMAS in English AND the student’s home language. At this time, this option is only available for students who are English-Spanish Language Learners.
   - 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.
information report. The student’s scores on the Spanish-language EMAS will be provided on separate student-level report.

**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-language EMAS could be giving you different, but equally valuable, information about students’ mathematics proficiency in English and their home language.
The Child Behavior Rating Scale (CBRS)

What is the CBRS?
The Child Behavior Rating Scale (CBRS) measures two areas of students’ social-emotional skills:

- **Self-regulation:** The skills to control one’s own attention, emotions, and behaviors to cope with the demands of the school environment. Examples include being able to listen to teachers, following rules and multi-step directions, and staying focused on tasks.
- **Social skills:** The skills to navigate interactions and relationships with peers and adults successfully. Examples include cooperating in a group, expressing emotions, and resolving conflicts in a positive way.

VKRP uses the CBRS to measure these two skills because it’s 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 student’s behavior with other children and adults as well as how the student engages with materials and tasks in the classroom.
- It includes a set of 17 items that are assessed with a rating scale from 1 to 5 to determine the frequency of certain behaviors.
- It takes approximately 1 to 3 minutes to complete per student using the online system.
- It is completed twice during the kindergarten school year, in the fall and in the spring.
How to Complete the CBRS

Step 1: Be Intentional in Noticing Behaviors
The first step in completing the CBRS is getting to know students in your classroom and noticing their behaviors. When you intentionally observe students, you can gather critical, objective information about their behavior. 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 hard copy of the CBRS).

Some teachers like to keep notes of their observations of students prior to completing their ratings. Although this is not necessary, keeping notes about specific behaviors that you noticed is most helpful.

Step 2: Start the Assessment
In the fall, we recommend that CBRS ratings be completed no earlier than four weeks into the school year. This ensures you have enough time to get to know students and notice their interactions across the day and in different situations. As the assessment window nears in the spring, take some time again to notice students’ behaviors across the school day before entering your ratings.

1. When an assessment window opens, use the VKRP online system to enter your CBRS ratings for each student. Look for the student’s name in your list and click on the corresponding CBRS button.
2. Verify the student’s name and select the “Confirm Student” button.

3. Consider and select the administration condition.
   • Standard Administration
     ▪ In most cases, you will administer the rating scale under standard conditions. To begin, select the green button, “Proceed with Standard Administration.”
- Exemptions
  - Students may be exempt from the CBRS under rare circumstances. There may be instances when you are unable to accurately report on a student’s social skills and self-regulation. For example, a student with a physical disability who is unable to participate in many of the regular classroom activities that appear on the CBRS may be exempt from this measure. The decision to exempt a student from the CBRS must be made in conjunction with the student’s IEP and should be discussed with your principal or instructional specialist. You are required to provide an explanation in the textbox when selecting an exemption. This will print out on your Teacher Comments Report.

**Step 3: Enter the Ratings**

You will need to enter all 17 items at once for a student. Partially completed assessments cannot be saved, so if you need to come back to a child’s assessment, you will need to restart the CBRS. In addition to the ratings you choose for a student, a textbox at the end of the assessment allows you to enter optional notes which will print on your Teacher Comments Report. Be sure to press “Submit” when you are done entering ratings and notes.
CBRS Considerations

Assessment Tips

- Confer with other teachers who regularly interact with or observe a student. It can be helpful to incorporate the behaviors and skills they notice into your ratings.
- We recommend that you do not complete the CBRS for all of your students in one sitting. Complete a few assessments at a time so that your ratings can be more focused and accurate. In the past, teachers have reported completing their ratings across several days.
- Once CBRS data has been entered for a student, you can begin to view reports and recommended resources for the student. When all of your CBRS data has been entered, your classroom-level reports and recommended resources will be accurate.
- For more information on CBRS interpretation with English Learners, please see Appendix C.
Reports

Reports Overview
VKRP is not just a set of assessments. It is also a reporting system that provides a detailed snapshot of children’s skills in the fall and spring. Reports provide detailed, actionable information to help meet students’ needs at their current skill level and 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 data collected to better understand the needs of children at the beginning and end of kindergarten. These data can help guide resource allocation and target professional development.

VKRP provides individual and integrated reports across four domains:

- Mathematics (measured by the EMAS),
- Self-regulation and social skills (measured by the CBRS), and
- Literacy skills (measured by the PALS).

VKRP provides you with four different types of reports:

<table>
<thead>
<tr>
<th>Classroom-level Reports</th>
<th>Student-level Reports¹</th>
<th>Family Information Report</th>
<th>Growth Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Desktop Icon]</td>
<td>![Person Icon]</td>
<td>![Group Icon]</td>
<td>![Graph Icon]</td>
</tr>
<tr>
<td>Provide data on all students in a classroom at the domain and sub-domain levels</td>
<td>Provide detailed information about a student’s skills</td>
<td>Provides a handout that can be shared or used to communicate information with families</td>
<td>Provide data on how students’ skills have changed from fall to spring</td>
</tr>
</tbody>
</table>

Interpreting Reports
VKRP reports are designed to provide teachers, schools, and divisions with information on how to support students in their continual development and growth during their early education. To access the “Interpreting Reports” document, which describes the benchmarks for mathematics, self-regulation, and social skills, select “Reports” on menu bar and choose “Understanding Reports” from the list.

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¹ For students assessed with both the English-language EMAS and Spanish-language EMAS, they will have two EMAS item-level reports – one that reports data on the English-language EMAS and one that reports data on the Spanish-language EMAS.
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 two assessments, we convert the raw score into a scaled score so you can track your students’ mathematics growth from fall to spring.

3. **Benchmarks** – We have established theoretically derived benchmarks for the mathematics (EMAS), self-regulation (CBRS) and social skills (CBRS) assessments. Students falling below the benchmark on a specific assessment (i.e., mathematics, self-regulation, social skills) are most likely not demonstrating the level of skills one would expect for a kindergarten student at that timepoint. It is imperative to keep in mind that the mathematics, self-regulation, and social skills assessment tools measure students’ skills along a developmental continuum. However, it is common practice to establish benchmarks, often called thresholds or cut-points, to help determine where students fall related to a standard.

   Benchmarks can provide a quick, first pass means of interpreting a student’s scores. For instance, a student who is scoring well above the benchmark likely possesses a high level of skills within that early learning area. Teachers should be particularly concerned about a student whose scores are falling well below the established benchmark for that early learning area. You likely need to provide additional scaffolding to students falling close to the benchmark, including those who are slightly above it.

   Yet, whether derived theoretically or empirically, it is important to recognize that imposing a benchmark on a measure that assesses students’ readiness skills provides only a rough, imprecise estimate, which can be particularly problematic for students who fall just above or below a particular benchmark or 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 their readiness within an early learning domain. For all students, continual progress monitoring is critical as students develop skills at different rates and respond differently to instruction and scaffolding within the school year.

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” on the menu bar and choose “My Reporting Dashboard” from the list. You can access any of your reports using the dropdown lists displayed on the report dashboard. The report you select will automatically display on the page.

Dropdown Lists:

- **District** – The only value in the list will be your school division.
- **School** – The only value in the list will be your school.
- **Classroom** – The only value in the list will be your name and your classroom. If you have more than one class, each class will be listed separately. For example:
  - Teacher - Kindergarten AM
  - Teacher - Kindergarten PM
- **Student** – All of the students in your classroom will be listed.

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 report.

Accessing the Classroom Overview Report
Selecting your classroom from the dropdown list on the report dashboard will take you to your Classroom Overview report. Another way to access your classroom-level report is by selecting “View Classroom Reports” on the VKRP landing page (see diagram on page 4, item I).

Classroom Overview Report Structure

A. **Reports List** – You can use this list to move between reports in this level without going back to the report dashboard.
B. **Sort Results** – Reports can be sorted by name or score by clicking on a column header.
C. **Student Report** – Select a student’s name or score to see an individual student report.
D. **Instructional Resources** – Checked boxes in this area link to recommended resources at the classroom-level.
E. **Printable Downloads** – Another browser tab will open in PDF format where you can print or save the report(s):
   2. All Reports – Selecting this option opens all reports in this specific report level (i.e., classroom).
   3. All Students – Selecting this option opens the report displayed for all students in your class.
Classroom Overview Report Diagram

Classroom Overview

Teacher: Teacher A-19  
Class: Test Class S19  
School: *2019 VKRP Test School 1

Interpreting This Report
- NT: Not Tested
- P: In Progress
- B: Below Benchmark
- E: Exempt
- A: At or Above Benchmark

Classroom averages and recommended resources are not accurate until assessments are complete.

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

More Information

Instructional Resources
- Geometry
- Patterning
- Numeracy
- Computation
- Self-Regulation
- Social Skills

The following resources have been recommended for your classroom:
- click on any area to view resources

PALS data are best viewed through the reports on the PALS website to fully understand child performance and guide instruction. Click on 'Connect to PALS' above to view individual task scores, benchmark attainment, and other PALS reports and resources.

* Teacher Data Export allows you to export and save your data into a CSV file.
Accessing the Student Overview Report
Selecting a student’s name from the dropdown list on the report dashboard will take you to that student’s Student Overview report. Another way to get there is by selecting “View Reports” next to the student’s name on the VKRP landing page (see diagram on page 4, item N). If you are viewing your Classroom Overview, selecting a student’s name or score will take you to their individual report as well.

Student Overview Report Structure

A. **Reports List** – You can use this list to move between reports in this level without going back to the report dashboard.

B. **Printable Downloads** – Another browser tab will open in PDF format where you can print or save the report(s):
   1. **Current Report** – Selecting this option opens the current report displayed.
   2. **All Reports** – Selecting this option opens all student-level reports for the student being viewed.
   3. **All Students** – Selecting this option opens the report displayed for all students in your class.

C. **Instructional Resources** – Checked boxes in this area link to recommended resources at the student-level.

**Student Overview Report Diagram**
Accessing the Family Information Report

A Family Information Report is available for each student and can be printed and distributed to families. While in the student-level report, select “Family Information Report” from the reports list (see diagram on page 23, item A). This report includes the student’s total scores across each domain (mathematics, self-regulation, social skills, and literacy), and provides a brief explanation of how each score compares to benchmarks.

At the bottom of the report, links to resources designed for families can be downloaded or printed. The Family Resource Packet can also be found by clicking “Reports” on the menu bar and choosing “Understanding Reports” from the list.
Resources

Teachers are increasingly expected to use data to inform their instruction. However, it is not always clear how to transform data into usable information. VKRP attempts to provide some support in this process 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, they are designed to be useful for all students in a classroom.

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

VKRP instructional resources are categorized to match the domains (and sub-domains) of mathematics, self-regulation, and social skills.

Accessing Resources

On the VKRP landing page, select “Instructional Resources” and choose “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. Another way to get to 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 – lists various activities that support the specific learning area
Troubleshooting Technical Issues/Contact Us

Check Internet Speed

- If you are using wireless internet, ensure you are close to your router to get a strong signal.
- Check the speed of your wireless connection by going to a site such as speedof.me.
  ▪ Click “Start Test” on the bottom left corner of the page. Let the test run until you get results for your download and upload speed. We recommend a download speed of at least 3.1 Mbps, with a preferred speed of 5.0 Mbps.

Check Browser

- Ensure that you have the most recent version of your browser. Recommended browser configurations:

<table>
<thead>
<tr>
<th>Internet Browser</th>
<th>Minimum Version</th>
<th>Recommended Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Chrome – top recommendation</td>
<td>v. 11</td>
<td>v. 55+</td>
</tr>
<tr>
<td>Mozilla Firefox</td>
<td>v. 4</td>
<td>v. 50+</td>
</tr>
<tr>
<td>Internet Explorer</td>
<td>v. 10</td>
<td>v. 11+</td>
</tr>
<tr>
<td>Safari</td>
<td>v. 7</td>
<td>v. 10+</td>
</tr>
</tbody>
</table>

Check Pop-Up Blocker Setting

- **Disable** pop-up blockers to use the VKRP web application.
  ▪ If you cannot disable your pop-up blocker, check with your school’s IT support. IT support may need to add the VRKP site to a list of safe websites.

Clear Browser Cache

- Clear your cache to ensure the best performance of your browser.

Contact Information for VKRP

Phone: 1-866-301-8278 ext. 1

Email: vkrp@virginia.edu
### Module 1: Geometry

<table>
<thead>
<tr>
<th>Skill</th>
<th>Item</th>
<th>Task</th>
<th>SOL</th>
<th>Trajectory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shape Matching and Identification</strong></td>
<td>Recognize and name a rectangle</td>
<td>Task 1</td>
<td>Recognize and name shapes (circle, triangle, rectangle, and square) (FB.4c) Identify and describe plane figures (circle, triangle, square, and rectangle) (K.10a)</td>
<td>Recognize some nontypical squares and triangles and may recognize some rectangles, but usually not rhombuses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 2</td>
<td>Identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space (K.10c)</td>
<td>Recognize some nontypical squares and triangles and may recognize some rectangles, but usually not rhombuses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 3</td>
<td>Identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space (K.10c)</td>
<td>Recognize more sizes and orientations of rectangles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 4</td>
<td>Identify and describe plane figures (circle, triangle, square, and rectangle) (K.10a)</td>
<td>Recognize some nontypical squares and triangles and may recognize some rectangles, but usually not rhombuses</td>
</tr>
<tr>
<td><strong>Shape Properties</strong></td>
<td>Recognize a shape with 4 equal sides (square)</td>
<td>Task 5</td>
<td>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)</td>
<td>Recognize properties of shapes and recognize sides as distinct geometric properties</td>
</tr>
<tr>
<td></td>
<td>Recognize shapes with 3 angles (triangle)</td>
<td>Task 6</td>
<td>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)</td>
<td>Recognize properties of shapes and recognize sides as distinct geometric properties</td>
</tr>
<tr>
<td>Composing Shapes</td>
<td>Task 7</td>
<td>n/a</td>
<td>Make new shapes out of smaller shapes</td>
<td></td>
</tr>
<tr>
<td>Composing a new shape out of smaller shapes (“Can you put any of these shapes together to make a square?”)</td>
<td>Task 8</td>
<td>n/a</td>
<td>Make new shapes out of smaller shapes</td>
<td></td>
</tr>
<tr>
<td>Composing a new shape out of smaller shapes (“Can you put any of these shapes together to make a rectangle?”)</td>
<td>Task</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Module 2: Patterning

<table>
<thead>
<tr>
<th>Skill</th>
<th>Item</th>
<th>Task</th>
<th>SOL</th>
<th>Trajectory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproducing Patterns</td>
<td>Reproduce ABAB pattern</td>
<td>Task 1</td>
<td>Identify, describe, extend, create, and transfer repeating patterns (K.13)</td>
<td>Duplicate simple ABAB patterns and then ABBABB patterns</td>
</tr>
<tr>
<td></td>
<td>Reproduce ABBABB pattern</td>
<td>Task 3</td>
<td>Identify, describe, extend, create, and transfer repeating patterns (K.13)</td>
<td>Duplicate simple ABAB patterns and then ABBABB patterns</td>
</tr>
<tr>
<td>Extending Patterns</td>
<td>Extend ABAB pattern</td>
<td>Task 2</td>
<td>Identify, describe, extend, create, and transfer repeating patterns (K.13)</td>
<td>Extend more complex patterns, such as ABBABB by adding on several ABB units to the end of the pattern</td>
</tr>
<tr>
<td></td>
<td>Extend ABBABB pattern</td>
<td>Task 4</td>
<td>Identify, describe, extend, create, and transfer repeating patterns (K.13)</td>
<td>Extend more complex patterns, such as ABBABB by adding on several ABB units to the end of the pattern</td>
</tr>
<tr>
<td>Creating Patterns</td>
<td>Creating patterns (3 repeats of 3 pictures)</td>
<td>Task 5</td>
<td>Identify, describe, extend, create, and transfer repeating patterns (K.13)</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Module 3: Numeracy

<table>
<thead>
<tr>
<th>Skill</th>
<th>Item</th>
<th>Task</th>
<th>SOL</th>
<th>Trajectory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counting and Cardinality</strong></td>
<td>Verbal counting to 20 (&quot;Please count as high as you can.&quot;)</td>
<td>Task 1</td>
<td>Count forward to 20 or more; count backward from 5 (FB.1a)</td>
<td>Count accurately to 20+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Count forward orally by ones from 0 to 100 (K.3a)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine numbers just after or just before (&quot;Which number comes before 5?&quot;)</td>
<td>Task 2</td>
<td>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)</td>
<td>Tell you the number immediately before or after another number without starting at 1</td>
</tr>
<tr>
<td></td>
<td>Determine numbers just after or just before (&quot;Which number comes before 8?&quot;)</td>
<td>Task 3</td>
<td>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)</td>
<td>Tell you the number immediately before or after another number without starting at 1</td>
</tr>
<tr>
<td></td>
<td>Count by 10's - 60 blocks (&quot;How many blocks are there altogether?&quot;)</td>
<td>Task 4</td>
<td>Count forward by tens to determine the total number of objects to 100 (K.3d)</td>
<td>Start &quot;skip counting&quot; by 2s, 5s, and 10s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110 (1.1d)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One-to-one counting – 6 chips</td>
<td>Task 5</td>
<td>Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence) (FB.1b)</td>
<td>Accurately count groups with 6 and 10 objects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tell how many are in a given set of 20 or fewer objects by counting orally (K.1a)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conservation of number I – 6 chips (&quot;How many are under here?&quot;)</td>
<td>Task 6</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Conservation of number II – 6 chips (&quot;How many chips are there now?&quot;)</td>
<td>Task 7</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Subitizing</strong></td>
<td>Subitizing – 5 dots (&quot;How many dots did you see?&quot;)</td>
<td>Task 8</td>
<td>n/a</td>
<td>Instantly recognize collections up to 5</td>
</tr>
<tr>
<td></td>
<td>Subitizing – 6 dots (&quot;How many dots did you see?&quot;)</td>
<td>Task 9</td>
<td>n/a</td>
<td>Say the number of objects in the group</td>
</tr>
<tr>
<td><strong>Comparing and Ordering Numbers</strong></td>
<td>Determine how many more in one group than another - 2 and 3 (&quot;How many more do I have than you?&quot;)</td>
<td>Task 10</td>
<td>Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)</td>
<td>Compare sets accurately by counting, even when a larger group’s objects are physically smaller; Figure out how many more or less</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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<td>---</td>
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</tr>
<tr>
<td>Determine how many more in one group than another - 4 and 1 (&quot;How many more do you have than me?&quot;)</td>
<td>Task 11</td>
<td>Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)</td>
<td>Compare sets accurately by counting, even when a larger group’s objects are physically smaller; Figure out how many more or less</td>
<td></td>
</tr>
<tr>
<td><strong>Composing Numbers</strong></td>
<td>Show ways to make 5 (&quot;Can you show me a different way I can make a group of five by putting some chips in one pile and some chips in another pile?&quot;)</td>
<td>Task 12</td>
<td>Recognize and describe with fluency part-whole relationships for numbers up to 5 (K.4a)</td>
<td>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</td>
</tr>
<tr>
<td>Show ways to make 7 (&quot;Can you show me a different way I can make a group of seven by putting some chips in one pile and some chips in another pile?&quot;)</td>
<td>Task 13</td>
<td>Investigate and describe part-whole relationships for numbers up to 10 (K.4b)</td>
<td>Recognize and describe with fluency part-whole relationships for numbers up to 10 (1.7a)</td>
<td>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</td>
</tr>
<tr>
<td><strong>Recognizing and Writing Numerals</strong></td>
<td>Write numerals to represent a quantity - 5</td>
<td>Task 14</td>
<td>Read, write, and represent numbers from 0 through 20 (K.1b)</td>
<td>Copy and/or write numerals 0 to 9.</td>
</tr>
<tr>
<td>Write numerals to represent a quantity - 9</td>
<td>Task 15</td>
<td>Read, write, and represent numbers from 0 through 20 (K.1b)</td>
<td>Copy and/or write numerals 0 to 9</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Item</td>
<td>Task</td>
<td>SOL</td>
<td>Trajectory</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Addition</strong></td>
<td>Adding with a ten-frame (&quot;Here are 3 cookies. If I give you two more, how many cookies will you have altogether?&quot;)</td>
<td>Task 1</td>
<td>Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)</td>
<td>Add and subtract small numbers (up to 3+2) using objects</td>
</tr>
<tr>
<td></td>
<td>Adding with objects (&quot;Bear has three cookies. His mom gives him one more. How many cookies does Bear have altogether?&quot;)</td>
<td>Task 4</td>
<td>Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)</td>
<td>Add and subtract small numbers (up to 3+2) using objects</td>
</tr>
<tr>
<td></td>
<td>Part-part-whole, result unknown (5+4=X) (&quot;Bear has 5 yellow balloons. His mother gives him 4 red balloons. How many balloons does Bear have now?&quot;)</td>
<td>Task 7</td>
<td>Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)</td>
<td>Use counting strategies to solve addition problems such as finger patterns or counting on</td>
</tr>
<tr>
<td><strong>Subtraction</strong></td>
<td>Subtracting with a ten-frame (&quot;Here are three cookies. If you take one away, how many cookies would you have left?&quot;)</td>
<td>Task 2</td>
<td>Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)</td>
<td>Add and subtract small numbers (up to 3+2) using objects</td>
</tr>
<tr>
<td></td>
<td>Subtracting with a ten-frame (&quot;Here are five cookies. If you take two away, how many cookies would you have left?&quot;)</td>
<td>Task 3</td>
<td>Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)</td>
<td>Add and subtract small numbers (up to 3+2) using objects</td>
</tr>
<tr>
<td></td>
<td>Subtraction with objects (&quot;Cat had three cookies. He gave two away. How many cookies did Cat have left?&quot;)</td>
<td>Task 5</td>
<td>Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)</td>
<td>Add and subtract small numbers (up to 3+2) using objects</td>
</tr>
<tr>
<td></td>
<td>Subtraction with objects (&quot;Bear has 9 balloons and he gives 2 to Duck. How many does he have left?&quot;)</td>
<td>Task 6</td>
<td>Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects (K.6)</td>
<td>Solve subtraction problems by separating objects</td>
</tr>
</tbody>
</table>
Appendix B: Copy of CBRS and Applicable SOL Alignment

Child Behavior Rating Scale

Instructions: The focus of this instrument is children's behavior with other children and adults in the classroom and their work with materials. Please complete all 17 items on this instrument for each child by circling the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently/usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observes rules and follows directions without requiring repeated reminders.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Completes tasks successfully.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Attempts new challenging tasks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Concentrates when working on a task; is not easily distracted by surrounding activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Responds to instructions and then begins an appropriate task without being reminded.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Takes time to do his/her best on a task.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Finds and organizes materials and works in an appropriate place when activities are initiated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Sees own errors in a task and corrects them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

CBRS – July, 2012
<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently/usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Returns to unfinished tasks after interruption.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. *Expresses hostility to other children verbally (teasing, threats, taunts, name calling, “I don’t like you,” etc.).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. *Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>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.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Takes turns in a game situation with toys, materials, and other things without being told to do so.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Does not fuss when he/she has to wait briefly to get attention from teacher or other adult; child may be asked once to wait by the teacher or adult.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**NOTE:** Please observe student confidentiality guidelines when using the hard copy version of the CBRS.

CBRS – July, 2012  
### Self-Regulation

**Subscale Items**
- 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**
- 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**
- 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**
- 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: Using VKRP with English 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 Learners (ELs). 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 ELs [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 Learners, linguistic, cultural, and contextual factors are critical considerations for the accurate assessment of skills 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 ensures the appropriate selection of assessment instruments and interpretation of results.

Examine children’s early learning skills in both English and their home language
For a child who is an EL, assessing skills only in English may underestimate their knowledge and skills in a particular content area. 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. When interpreting the assessment results, knowledge and consideration of second language and literacy acquisition, is critical.

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.** 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. 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.

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4 Terms used for English learners include EL (English learner), ELL (English language learner), DLL (Dual language learner) and LEP (Limited English proficient). Irwin, Clare, “Establishing shared terminology: Commonly used terms for English learners.” The Consultation Center at Yale. Yale University, Yale School of Medicine, 2017.


7 National Academies of Sciences, Engineering, and Medicine.


10 National Academies of Sciences, Engineering, and Medicine.
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 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 EL. 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 EL with those who are not. Thus, the data suggest that the CBRS can be used with students who are identified as EL. However, teacher’s ratings of EL’s self-regulation and social skills using the CBRS should be interpreted with caution for the reasons we describe below.

If a child scores low on the self-regulation or social skills subscales, the CBRS provides useful information that the student is struggling 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 ELs, 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.

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 ELs, knowing their English receptive and expressive language skills as well as their early English literacy skills are critical.

### Resources on Best Assessment Practices