





# MODULE 3:

## ADMINISTRATION GUIDELINES COURSE

### Overview

<b>INTRODUCTION</b>  The purpose of this course is to train kindergarten teachers on how to administer the Texas Kindergarten Entry Assessment (TX-KEA).	<b>PREPARATION</b>  Optional Materials <ul style="list-style-type: none"><li>• Sticky notes</li><li>• Pens</li><li>• Paper</li></ul> Required Materials <ul style="list-style-type: none"><li>• Laptops for participants</li><li>• Internet access</li><li>• Engage accounts for participants</li></ul>
<b>TIME</b>  Approximately 30–90 minutes.	<b>PARTICIPANT HANDOUTS</b> <ul style="list-style-type: none"><li>• User Guide</li><li>• 3.1 “Subtest Descriptions”</li><li>• 3.2 “Do’s &amp; Don’ts of Assessment Administration”</li><li>• 3.3 “Spelling Student Record Form”</li></ul>


## Suggested Process

1. Welcome participants and introduce yourself.
2. Explain housekeeping items, such as break times, restroom locations, etc.
3. Open course on CLI Engage.
4. 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.
5. Refer participants to Handout 3.1 on Slide 05.
6. Refer participants to Handout 3.2 on Slide 17.
7. Refer participants to Handout 3.3 on Slide 55.



**TEXAS**  
**Kindergarten**  
Entry Assessment

# Training: Administration Guidelines




CHILDREN'S  
LEARNING  
INSTITUTE

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	<b>Voiceover:</b>	None.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

## MODULE 3 SLIDE 02



### Voiceover:

In this course, you will learn how to administer TX-KEA to your students. First, we will discuss what you need to do and what materials you need to gather to administer the test. Next, we will explain how to administer and score the different item types on TX-KEA. Lastly, we explore each subtest and how it is best administered to students.



### Say:

“Take a look at the wall. There are three pieces of chart paper, each with a different question. The first one says, ‘What do you know about TX-KEA?’. The second one says, ‘What do you want to know about TX-KEA?’ And the third one says, ‘What did you learn about TX-KEA?’ You all are going to answer the first two questions which will help us give you the information you need and hopefully by the end of this training, we will be able to fill the third question with lots of responses.”

“Take the next couple minutes to write down what you already know about TX-KEA and what you would like to know or questions you might have about TX-KEA. Write at least one response for each question then stick your response on the chart paper under the corresponding question. Use the sticky notes in front of you.”

After participants have had a chance to post their sticky notes. “Let’s take a look at what you all already know about TX-KEA.” (read sticky notes summarizing and generalizing similar responses)

Move on to the next question. “Now, let’s see what you all would like to know about TX-KEA.” (read sticky notes summarizing and generalizing similar responses)

“As we progress through today’s training, we’ll also stop from time to time to make sure your questions are getting answered.”



### Trainer Tip:

Write the questions on chart paper and post them up before the training starts. Place sticky notes and pens/pencils on tables before the training starts. Re-visit “What do you want to know about TX-KEA?” as needed throughout the training to resolve questions that have been answered.

**Example: K-W-L Chart**

What We <u>K</u> now	What We <u>W</u> ant to Know	What We <u>L</u> earned
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### Handout:

None.

## MODULE 3 SLIDE 03

**TX-KEA Administration Guidelines**

**Before You Begin**

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

	<b>Voiceover:</b>	Before you begin the course, you may want to have the User Guide available to follow along for additional information.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



## MODULE 3 SLIDE 04

**TX-KEA**  
TRAINING

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**Introduction**

**What is assessed within these domains?**

**Language and Literacy**

- Vocabulary
- Letter Names
- Spelling
- Listening Comprehension
- Letter Sounds
- Blending Sounds
- Decoding

**STEM**

- Mathematics
- Science & Engineering

**Academic Motor Skills**

- Academic Motor Skills

**Social Emotional**

- Social Emotional Competence
- Emotion Management





**Executive Functioning**

- Working Memory
- Inhibition
- Attention


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	<b>Voiceover:</b>	<p>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. The Language and Literacy domain consists of vocabulary, letter names and spelling which also serve as the TX-KEA Literacy Screener which is only administered at the beginning of the year. The language and literacy domain also includes listening comprehension, letter sounds, blending and decoding. 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.</p> <p>TX-KEA is a comprehensive assessment; however, you have the flexibility to administer whichever subtests that you and your administrators are most interested in. You also have the flexibility to administer these subtests in any order.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.


## MODULE 3 SLIDE 05








TX-KEA Administration Guidelines

**Testing Materials**


- **Computer device**
- **Windows** operating systems acceptable
- **Touchscreen computers** may be used
- **Headphones**





	<b>Voiceover:</b>	<p>The TX- KEA assessment should be administered using a laptop or desktop computer. Audio does not perform well on tablet devices, such as iPads and Android tablets, and are not recommended for administration. Use of laptop and desktop computers is strongly recommended for best functionality.</p> <p>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.</p> <p>Headphones will be needed, as many subtests require students to wear headphones to clearly hear the audio prompts.</p>
	<b>Say:</b>	<p>None.</p>
	<b>Trainer Tip:</b>	<p>You may pause here to encourage participants to determine if they will have correct equipment to administer the test and then develop a plan to obtain the equipment if they do not. Ask them to jot down the people they will contact to inquire about this.</p>
	<b>Handout:</b>	<p>None.</p>

## MODULE 3 SLIDE 06



TX-KEA Administration Guidelines


**Internet Access**


**Online Use**


- To locate classroom roster
- To access tests
- To upload scores from tests, if tested students offline





**Offline Use**


- Test students without internet access







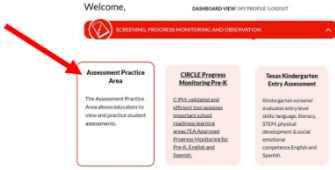
	<b>Voiceover:</b>	The device should have an internet connection for TX-KEA to work best. Although you need internet access to locate your classroom roster and access tests, an offline assessment mode is available. When using the offline mode, you will need to go online to upload scores after you administered the subtests to students.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



TX-KEA Administration Guidelines





### Initial Assessment

- Before testing students, go to the **Assessment Practice Area** and run each subtest.
- This will allow the program to download files.
- We **strongly** recommend that you run each subtest in the assessment practice area before you administer them to students.




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	<b>Voiceover:</b>	<p>Before testing students, run the assessment in the assessment practice area. This will allow the program to download files to administer subtests, but it also offers teachers an opportunity to view all the items before administering with students. This process affects the administration time, including delaying the start of each subtest and items displayed in the subtests. Because of this we strongly recommend that you run each subtest in the assessment practice area before you administer them to students. This will ensure the assessment loads and runs at normal speeds.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.


## MODULE 3 SLIDE 08





TX-KEA Administration Guidelines


**Ready Screen**





- Teacher prompts are given on the screen and will guide the teacher through the assessment.
- Student views item on the screen.









	<b>Voiceover:</b>	For some assessments, additional instructions are provided for the student.  Click “next” to launch the assessment.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

## MODULE 3 SLIDE 09

**TX-KEA Administration Guidelines**

### Results Screen

Student : Charlie, Demo Student    DOB: 10/07/2017    Class: Demo Class RC    School: Test School 2    Age Group:

Date: 04/08/2020    School year: 19-20    Wave: Wave 1    Test: Emotion Management    Score: 6 / 12    Benchmark:

Invalidate This Assessment
Hide Images
Comment

#	Instruction/Direction	Response	Score
1.	Tries to control or dominate interactions (is bossy or demanding)?	Rarely/Rara vez	2
2.	Unintentionally upsets others?	Sometimes/Ocasionalmente	1
3.	Has temper outbursts?	Sometimes/Ocasionalmente	1
4.	Inappropriately initiates peer interactions.	Rarely/Rara vez	2
5.	Is verbally hostile to peers (name calling, threats, teases, or taunts)?	Consistently/Consistentemente	0
6.	Fusses/whines when he/she has to wait briefly to get attention from adult or peer?	Consistently/Consistentemente	0
<b>Comment:</b>			<b>6</b>

✔ Done



### Voiceover:

Teachers are able to view the results immediately. This is an example of the Emotion Management Results screen. The results screen shows all of the items the child responded to, the teacher prompts or questions as well as the score. Correct responses are indicated with a “1” and incorrect responses (or elapsed item with no response) is indicated with a “0.”

At the end of the assessment, you can see all of the options. If some emergency interrupted the assessment, you can invalidate the assessment. You can export the report to PDF. You can also write comments or anecdotal notes. Let's take a quick look at these options.



### Say:

None.



### Trainer Tip:


None.



### Handout:

None.

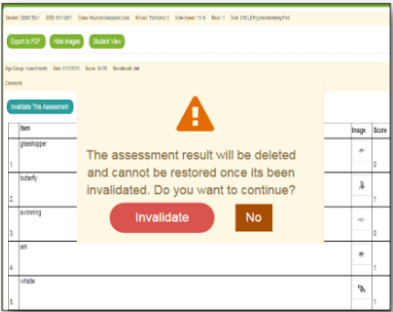
## MODULE 3 SLIDE 10





TX-KEA Administration Guidelines


### Invalidating the Assessment





- Only invalidate an assessment if a scoring error was made by the assessor.
- Do not reassess the student for several days to avoid "practice" effect.



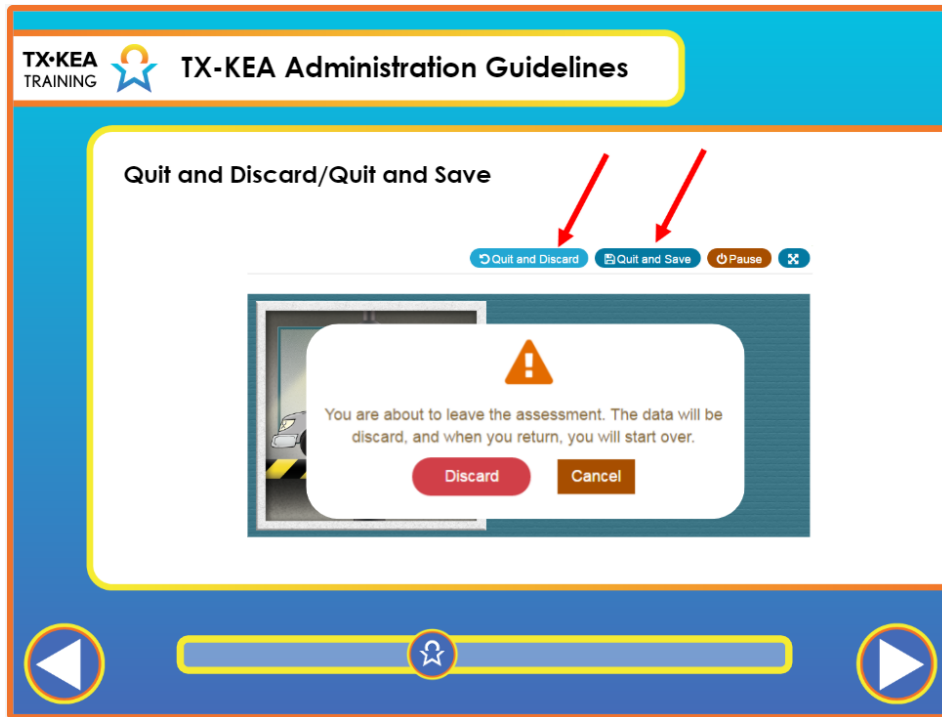










	<b>Voiceover:</b>	<p>An assessment can be invalidated if scoring errors were made by the assessor. For example, if the Teacher accidentally assessed the wrong child, accidentally assessed a child in the wrong language, accidentally assessed the wrong measure or accidentally assessed a child outside the guidance from their IEP, the assessment would need to be invalidated.</p> <p>You may also invalidate in extreme situations where a student is distressed, becomes ill, or due to interference such as a fire drill or emergency distraction prevents you from proceeding. From the "Results" screen, click the "Invalidate" button. The measure will not be scored. We recommend waiting several days to reassess to avoid the "practice" effect.</p> <p>After the score is saved on the results screen and the teacher clicks done, the teachers are no longer able to invalidate assessment scores. On CLI Engage, administrators and specialists have the ability to invalidate student assessment scores. For assistance, submit a help ticket.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

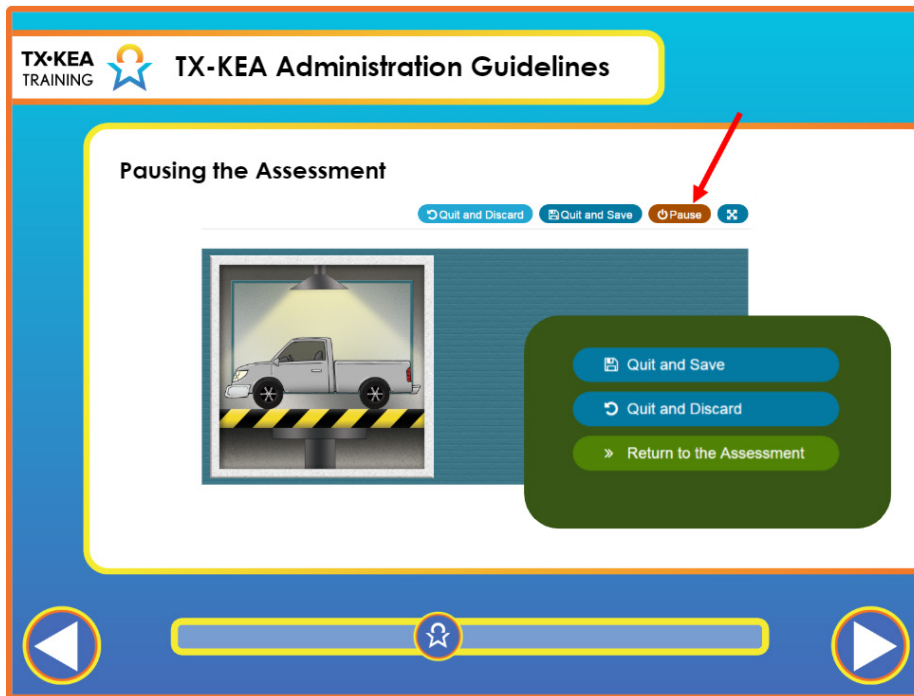
## MODULE 3 SLIDE 11







	<b>Voiceover:</b>	Quit and Discard deletes all data collected from the task. Quit and Save stops the assessment. When “Quit and Save” is selected and saves the data you have collected up to that point, it essentially pauses the assessment, allowing you to pick up where you were when you are ready. This feature is not available for timed tasks.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



## MODULE 3 SLIDE 12



	<b>Voiceover:</b>	You also have a “Pause” button that acts just like the “Quit” and Save” button. Clicking pause will direct you to continue, quit and save or quit and discard. Unattended log in to the CLI Engage platform will time out after 20 minutes. If you think you’ll be away for longer than that time you should quit and save.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

TX-KEA Administration Guidelines

### Assessing Offline

Dashboard

Assessment

**ON TRACK**  
The score indicates a developed understanding and the student will benefit from more upward scaffolding.

**MONITOR**  
The score indicates only a fundamental understanding and the student will be helped by more scaffolded supports.

**SUPPORT**  
The score indicates an underdeveloped understanding and a need for more intensive intervention. Additional formative assessments can help define targeted support needed.

Texas Kindergarten Entry Assessment > Student View

Reports
View Groups
Click to Assess in Spanish
Reset Class
Offline Assessment

Display Percentile Ranks

Hide/Display Measures

Student Name	Phonological Awareness	Alphabetics 2	Letter Names	Spelling 2	Decoding 2	Letter Sounds 2	Letter Sounds 2	Letter Sounds 2	Letter Sounds 2	Letter Sounds 2	Letter Sounds 2	Letter Sounds 2
Maximum Score	13	8	19	7	5	4	9	11				
1 Demo 1	2	2	6	4	3	1	4	0				

**Voiceover:**

If your campus experiences internet disruptions, the assessment can be administered offline. Users can find the instructions for creating a personal pin # and downloading data on the student view page. While on the Student View page, click on the Offline Assessment button. You will create a 6–10-character **Personal Pin** that should **NOT** be your Engage login password. The data for the Offline Assessment will automatically begin to download.

When you are done testing offline and have an internet connection again you can click the button again to sync offline data. Visit the Training and Support section to view the how-to guide for offline assessment.

**Say:**

None.

**Trainer Tip:**

None.

**Handout:**

None.

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## MODULE 3 SLIDE 14





TX-KEA Administration Guidelines


**General Testing Guidelines**

- Note that **students will vary** in terms of their familiarity and comfort with tests.
- **Be** sufficiently **familiar** with the Engage platform.
- Make sure all **equipment** is **working properly**.
- Have a **plan for managing your class** while you work with one student.
- You do not need to complete TX-KEA in one sitting, but you should **complete a subtest** in one sitting.
- You can **administer** the tests in **any order**.
- **Sit** with **each student** to make sure they are **following directions**.

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	<p><b>Voiceover:</b></p>	<p>Before you begin to administer TX-KEA, we recommend reviewing the following guidelines. First, note that each student's level of comfort with testing will vary. Some students will be familiar with assessments administered across Texas, such as the CIRCLE Progress Monitoring System. However, some students in kindergarten have little to no experience with assessments. Second, decrease administration errors and improve children's testing experience by becoming familiar with the CLI Engage platform. This will allow you to effortlessly move through the assessment activities and better manage the student's behavior. Third, check your equipment, such as touchscreens and headphones, before you begin testing a student. Make sure the equipment is working properly and that the volume of the headphones is sufficiently high relative to the background noise in the room. Fourth, have a plan for managing your class while you work with one student at a time on TX-KEA. Ask yourself: Have I completed the training and understand all the procedures? Will I have support while I work to complete the assessment with students? If I do not have assistance, how will I keep the other students occupied while I assess each student?</p> <p>Remember, you can administer the tests in any order. If you administer multiple tests, the tests will proceed left to right as they appear on the launch page. Make sure you sit with each student to ensure they are paying attention to the screen and listening for computer prompts. Following these guidelines will help you have a positive testing experience.</p>
	<p><b>Say:</b></p>	<p>"Let's read through the "Do's &amp; Don'ts of TX-KEA Assessment Administration" handout. This is a general list, and you will hear about some dos and don'ts that are specific to a particular subtest that you will want to jot down in the space provided. Throughout this training, I will ask you to give me a thumbs up (assessment do) or thumbs down (assessment don't) as we practice giving the assessments to one another. Keep your copy of the Do's and Don'ts handy if you need to check yourself."</p>
	<p><b>Trainer Tip:</b></p>	<p>Have participants take out their handout and read the Dos and Don'ts together.</p>
	<p><b>Handout:</b></p>	<p><a href="#">TX-KEA Do's and Don'ts Handout</a></p>



**TX-KEA Administration Guidelines**

### Accessing the Assessment

- Log-in to CLI Engage.
- From the Dashboard, select **Texas Kindergarten Entry Assessment**.
- Select **"TX-KEA."**
- Navigate to your **classroom**.
- Select the **subtest(s)** you would like to administer.
- Select the correct assessment wave.
- Click the **multi-launch button** to the right of the student's name.
- Make sure the student has **headphones** on before you begin the test.







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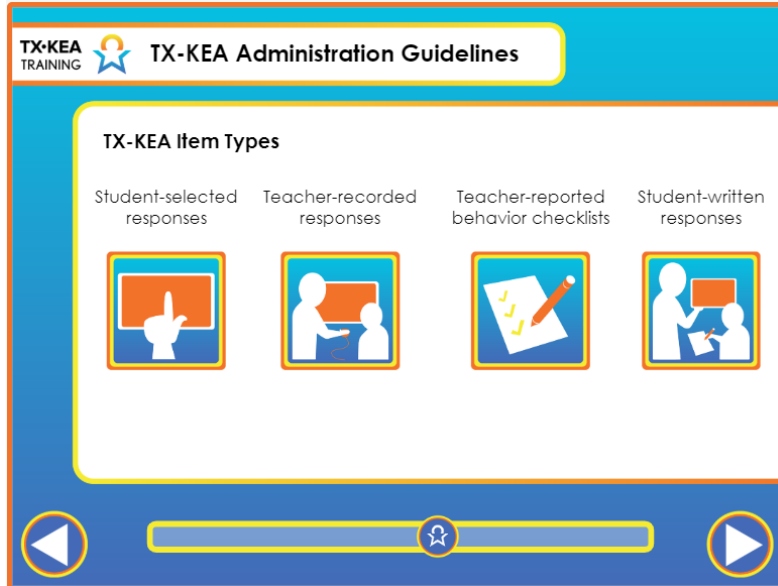
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	<b>Voiceover:</b>	<p>If your campus experiences internet disruptions, the assessment can be administered offline. Users can find the instructions for creating a personal pin # and downloading data on the student view page. While on the Student View page, click on the Offline Assessment button. You will create a 6–10 character <b>Personal Pin</b> that should <b>NOT</b> be your Engage login password. The data for the Offline Assessment will automatically begin to download.</p> <p>When you are done testing offline and have an internet connection again you can click the button again to sync offline data. Visit the Training and Support section to view the how-to guide for offline assessment.</p>
	<b>Say:</b>	<p>None.</p>
	<b>Trainer Tip:</b>	<p>None.</p>
	<b>Handout:</b>	<p>None.</p>


## MODULE 3 SLIDE 16



	<p><b>Voiceover:</b></p>	<p>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.</p> <p>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.</p> <p>The third type is teacher reported behavior checklists which teachers will complete on Engage. These behavioral checklists ask teachers to rate how frequently they observe certain behaviors at school.</p> <p>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 Engage.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>



**TX-KEA Administration Guidelines**




**Administering Student-Selected Response Items**


**How should the teacher and student situate themselves?**


- You can sit side-by-side.


**How do you administer?**





- Student must wear headphones.
- Have student listen to the audio prompt and make a selection.
- You do not prompt student.











	<b>Voiceover:</b>	<p>Before you begin the test, sit beside the student. After you select the subtest, you would like to administer, place headphones on the student. Instruct the student to listen to the audio prompt and then make a selection by touching the screen. You do not prompt the student when administering student-selected response items.</p>
	<b>Say:</b>	<p>None.</p>
	<b>Trainer Tip:</b>	<p>None.</p>
	<b>Handout:</b>	<p>None.</p>




**TX-KEA Administration Guidelines**



**How Students Select Items**

**Students can select response by:**





- Touching the screen (with touchscreen technology)
- Using a mouse
- Pointing to screen (if student does not know how to operate mouse, teacher uses mouse to select student's response)




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	<b>Voiceover:</b>	For student-selected response items, students can select responses by touching the screen, if the screen is compatible. Students can also use the mouse to make a selection. If the student does not know how to use a mouse, then he or she can point to the answer, and you can use the mouse to make the selection.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.





TX-KEA Administration Guidelines








### Scoring Student-Selected Response Items

- Teacher does not score** items involving student-selected responses.
- The **test scores** the item **automatically**.
- If the student does not make a selection, the **test** eventually **advances** to the next item.
- No response** by the student is scored as **incorrect**.



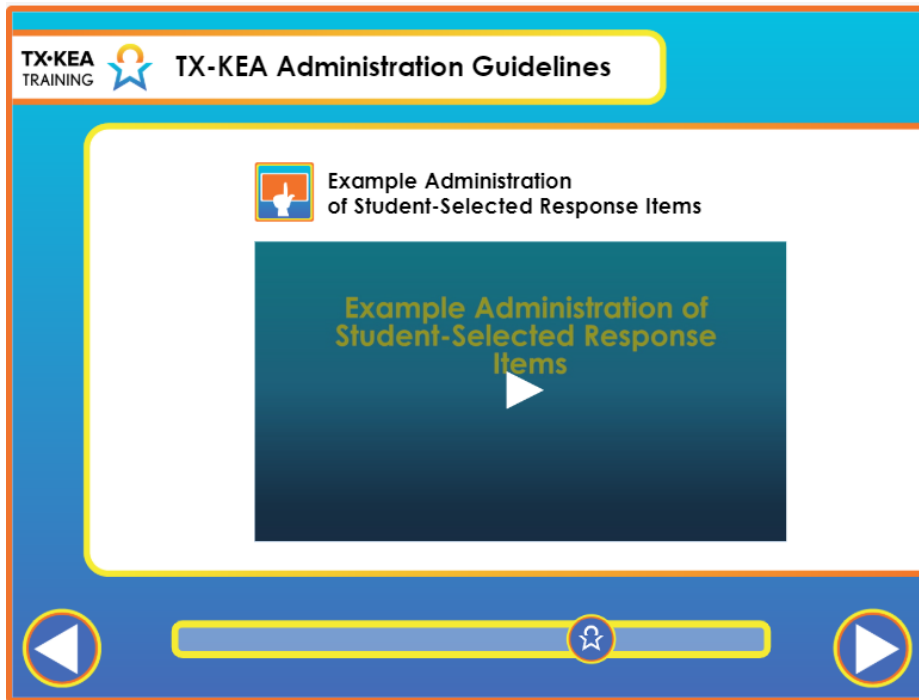








	<b>Voiceover:</b>	You do not need to score items that involve student-selected responses. The computer will score this item type automatically and then advance to the next item. If the student does not make a selection, the test will time out and score the item as incorrect and then advance to the next item.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



## MODULE 3 SLIDE 20



	<b>Voiceover:</b>	None.
	<b>Say:</b>	<p>Before the video begins, say “The pop-up in the upper right corner shows what the child sees on the screen.”</p> <p>After the video, say “What did you notice about the student and the teacher during this assessment?” (The teacher was sitting beside the child but was still able to see the screen. The teacher allowed the child to independently use the mouse to complete the assessment. The child was seated in front of the screen with headphones on.)</p>
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

## MODULE 3 SLIDE 21

TX-KEA Administration Guidelines

### Administering Teacher-Recorded Response Items

**How should the teacher and student situate themselves?**

- You can **sit side-by-side**.

**How do you administer?**

- Student **wears headphones** for most subtests.
- Prompts will either be **audio prompts** given by the test or **teacher prompts** read from the screen.
- Have student **listen** to prompt **and verbalize** his or her response.

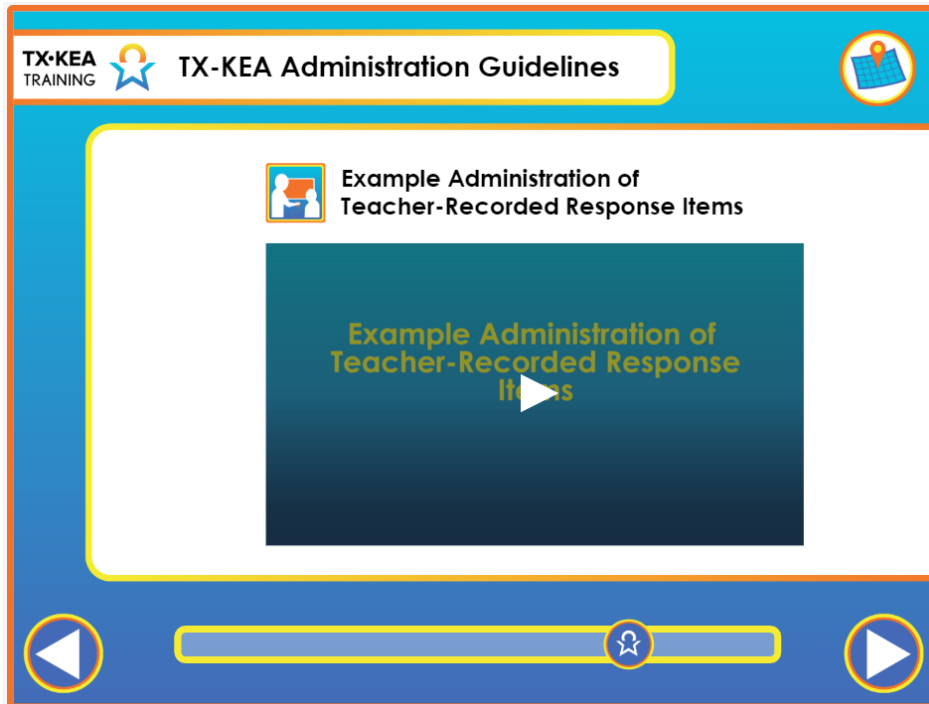
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	<b>Voiceover:</b>	Similar to student-selected response items, sit beside the student during teacher-recorded response items. Select the subtest you would like to administer. Some subtests have computer-administered audio prompts that require students to wear headphones. Other subtests require the teacher to read prompts printed on the screen. When prompts are printed on the screen for the teacher to say, students do not need to wear headphones. Regardless of how the prompts are provided, students respond verbally to the questions and then the teacher records the response on the screen.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.


## MODULE 3 SLIDE 22



	<b>Voiceover:</b>	None.
	<b>Say:</b>	“What did you notice about the student and the teacher during this assessment?” (The student was sitting in front of the screen and verbalizing her answer. The teacher was sitting to the side but able to navigate the screen with the mouse to enter the student’s response.)
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



TX-KEA Administration Guidelines







**Scoring Teacher-Recorded Response Items**

- **Teacher scores** teacher-recorded response items.
- Scoring is **based on criteria** on the screen.
- **Prompts** will **vary** depending on the subtest.
- If the student does not make a selection, the **teacher scores** the item as incorrect.

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	<b>Voiceover:</b>	<p>You will score the student's verbal response by either typing in the response, selecting "incorrect" or "correct", or selecting the response from a list of acceptable options. You will know the student's answer is incorrect or correct by reviewing the acceptable answers on the page. Occasionally, you may need to follow-up a child's response with a query. Query procedures are unique to each subtest. Generally, if the student's answer is not listed, then that response should be scored as incorrect.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

## MODULE 3 SLIDE 24

**TX-KEA**  
TRAINING
 **TX-KEA Administration Guidelines**

**Scoring Teacher-Recorded Response Items**

- **Incorrect** student response:  
Click the **blue** button, or press the left arrow on the keyboard.
- **Correct** student response:  
Click the **purple** button or press the right arrow on the keyboard.  
"Right is right!"

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	<b>Voiceover:</b>	For teacher recorded response items, you will notice blue and purple buttons at the bottom of the screen. You can click the blue button if the student gives an incorrect response, or press the left arrow on the keyboard. If the student gives the correct response, you can click the purple button or press the right arrow on the keyboard. After making a selection, the test advances to the next item.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**TX-KEA Administration Guidelines**

**Teacher-Reported Behavior Checklist**

**How do you administer?**

- Complete electronically on CLI Engage.
- Reflect on student's typical interactions.
- Answer all questions.
- Only complete checklists for five students or less in one sitting.

**How is it scored?**

- Program scores each checklist.

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	<b>Voiceover:</b>	<p>You will complete checklist items for each student on CLI Engage. We recommend taking a moment before beginning the checklist to recall a few typical interactions with the student: What is this student usually like on a day-to-day basis? In general, how does she interact with you? How does she interact with classroom peers? The checklists are geared toward understanding how the student behaves most of the time - they are not meant to describe how the student behaves on his or her best or worst days. We found that taking a few moments to recall interactions with the student makes it easier to complete the checklist. We ask that teachers try to answer all questions as this results in the most accurate scores. We also recommend completing no more than five student checklists in one sitting. This ensures high levels of accuracy when describing each individual student's behaviors.</p> <p>You will not have to score the checklists, as the computer will sum responses across items that were answered. Some items will be "reversed scored" based on the wording of the question to ensure that higher scores represent higher levels of skills. We will provide more information about rating students' behavior when we discuss individual checklists.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**TX-KEA Administration Guidelines**

**Student-Written Response Items**

**How should the teacher and student situate themselves?**


- For **individual** administration, you can sit side-by-side.
- For **group** administration, you can administer this subtest to up to 5 students at once and may use privacy folders.

Specific administration guidelines are available in the Spelling section of this course.


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	<p><b>Voiceover:</b></p>	<p>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 Engage.</p> <p>This assessment can be administered individually or in small groups.</p> <p>For the Written Spelling task, the student is first shown a demonstration video, individually or in groups.</p> <p>You will need to print the Teacher Script and a Student Form for each student found on the introductory page of Spelling within the assessment or from the links under the Training and Support tab under How to Guides.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>



**TX-KEA  
TRAINING**





**TX-KEA Administration Guidelines**





**Pilot Items**





- Items **may be added** to some subtests.
- Pilot items allow us to test new items to **improve TX-KEA**.
- Pilot items **will not affect students' scores** or add an undue administration time burden.











	<b>Voiceover:</b>	Additional unscored items may appear in some subtests. These are pilot items that allow the developers of Texas KEA to test new items to improve the assessment. Pilot items will not affect students' scores and should not add a large administration time burden.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.










**TX-KEA Administration Guidelines**





**TX-KEA Domains and Subtests**


<p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Letter Names</li> <li>Spelling</li> <li>Listening Comprehension</li> <li>Letter Sounds</li> <li>Blending Sounds</li> <li>Decoding</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Mathematics</li> <li>Science &amp; Engineering</li> </ul>	<p><b>Academic Motor Skills</b></p> <ul style="list-style-type: none"> <li>Academic Motor Skills</li> </ul> <p><b>Social Emotional</b></p> <ul style="list-style-type: none"> <li>Social Emotional Competence</li> <li>Emotion Management</li> </ul> <p><b>Executive Functioning</b></p> <ul style="list-style-type: none"> <li>Working Memory</li> <li>Inhibition</li> <li>Attention</li> </ul>
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	<b>Voiceover:</b>	<p>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. The Language and Literacy domain consists of vocabulary, letter names and spelling which also serve as the TX-KEA Literacy Screener which is only administered at the beginning of the year. The language and literacy domain also includes listening comprehension, letter sounds, blending and decoding. 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.</p> <p>TX-KEA is a comprehensive assessment; however, you have the flexibility to administer whichever subtests that you and your administrators are most interested in. You also have the flexibility to administer these subtests in any order.</p>
	<b>Say:</b>	<p>"As we move into learning how to assess students, we will reference your Administration Waves Handout as not all assessments will be available at each wave. Much research has gone into determining the appropriateness of when and what components of each domain are introduced. It is a great reference tool to keep handy once you begin assessments and throughout the year."</p>
	<b>Trainer Tip:</b>	<p>As the training proceeds, refer to this handout if questions arise about language and waves of administration.</p>
	<b>Handout:</b>	<p>Reference color-coded subtest chart in User Guide</p>






**Language**





### Vocabulary Subtest





- **Vocabulary** is a **foundational oral language** skill that **supports learning** in all content domains.
- **Knowing** a student's vocabulary abilities **helps educators adjust** their own vocabulary usage during instruction to levels that are most beneficial for individual students.
- Administration time = approximately 1 minute
- Timed task = no
- Item type = **teacher-recorded responses**












	<b>Voiceover:</b>	<p>The Vocabulary subtest addresses the body of words students know. Vocabulary is a foundational oral language skill that supports learning in all content domains. With more information about your student's vocabulary abilities, you are able to adjust your own vocabulary during instruction to levels that are most beneficial for individual students.</p> <p>This subtest is untimed. It takes approximately one minute to complete. The items on this task are teacher-recorded responses</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.







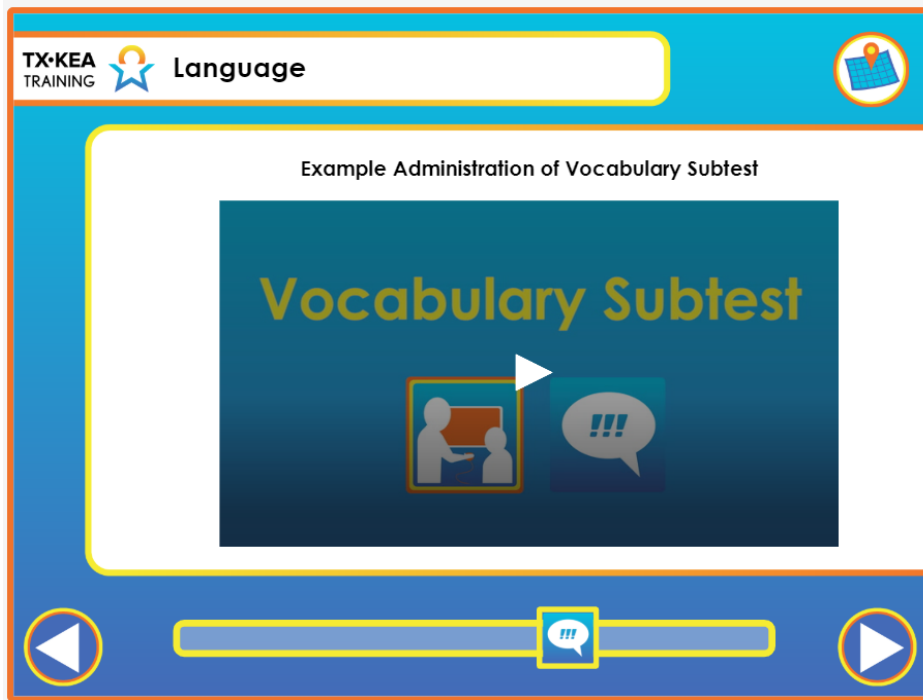

Language





### How does TX-KEA assess vocabulary?

- Teacher **uses prompts** like:
  - "What is this?" or "¿Qué es esto?"
  - "What are these?" or "¿Qué son estos?"
- The **pictures appear** on screen and illustrate objects, categories, and actions.
- Teacher **scores** student's verbal **response** by reviewing the scoring sheet for acceptable answers.

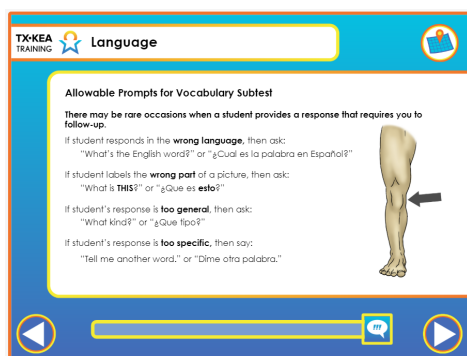


	<b>Voiceover:</b>	<p>For this subtest, students are first shown a picture on the screen. Next, they are asked by the teacher to label the picture using prompts like "What is this?", "What are these?", and "What is she doing?"</p> <p>The pictures presented to students illustrate objects, categories, and actions. Different items will be included for each wave of the vocabulary subtest. You will score the student's verbal responses on the next screen by selecting any acceptable responses spoken by the student. The vocabulary scoring guidelines can also be found on the introductory page of the vocabulary assessment once it is launched.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



	<b>Voiceover:</b>	None.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

## MODULE 3 SLIDE 32



### Voiceover:

Rarely, but occasionally, the student may provide a response requiring you to ask a follow-up question. The follow up question or prompt should only be used one time for the vocabulary item in question.

1. For example, if a student provides an answer in a language other than the one being tested, then the initial response should not be scored. Instead, the teacher will ask the student, “What’s the English word?” or “Cual es la palabra en español?” If after querying the student still responds in the wrong language, then score the item as incorrect.
2. Another time when it is necessary to query is when a student labels the wrong part of an image. In this situation, direct the student’s attention to the correct part of the image by pointing directly to it. If necessary, direct the student’s attention to the whole image by pointing and using a circular motion around the image and saying, “What is THIS?” or “Que es esto?”
3. If the student’s response is too general, such as “animal” for “dog”, then ask the student, “What kind?” or “Que tipo?”
4. If the student’s response is too specific, for example, golden retriever for dog, then say to the student, “Tell me another word.” or “Dime otra palabra.”

These prompts should not be used for other reasons. For example, if the student provides a wrong answer or an answer that is nearly correct but not listed as a correct response, do not instruct the student to tell you another word.

Note: If the student’s response contains the target word, you can score his/her response as correct. For example, the item shows a picture of a vacuum, and the correct response is “vacuum”. The student says “vacuum cleaner” for this item. This response is scored as correct because the student’s response contains the target word “vacuum”.



### Say:

“Let’s practice administering the Vocabulary subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Vocabulary subtest. Choose a partner and practice administering this sample subtest to each other. Locate the Vocabulary Scoring Guidelines for acceptable student responses. You will need to have this handout with you as you administer the Vocabulary subtest to students to ensure scoring accuracy.”



### Trainer Tip:

Tell teachers that links to the Scoring Guidelines documents for Vocabulary can be found on the opening page of the assessment as well as under How to Guides on Engage.



### Handout:

Vocabulary Scoring Guidelines: [English](#) | [Spanish](#)

**Literacy**

**Letter Names Subtest**

- **Letter knowledge** is an excellent **predictor of reading achievement**
- Knowledge of **letter names**
- Administration time = approximately 1 minute
- Timed task = **no**
- Item types = **student-selected** and **teacher-recorded** responses

	<b>Voiceover:</b>	<p>Letter knowledge refers to the extent that students know the names and sounds associated with each letter and combination of letters in a given alphabet. TX-KEA includes a separate test of letter name knowledge and a separate test of letter sound knowledge. For an understanding of a student's early literacy development that is most complete and most useful for instructional planning, we encourage educators to assess both letter names and letter sounds.</p> <p>The Letter Names subtest is untimed and takes approximately one minute to complete.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Literacy**

**How does TX-KEA measure letter names?**

**English Letter Name Identification**

- Teacher-recorded response
- Student is shown one letter at a time and asked to provide name of letter.

**Spanish Letter Name Recognition**

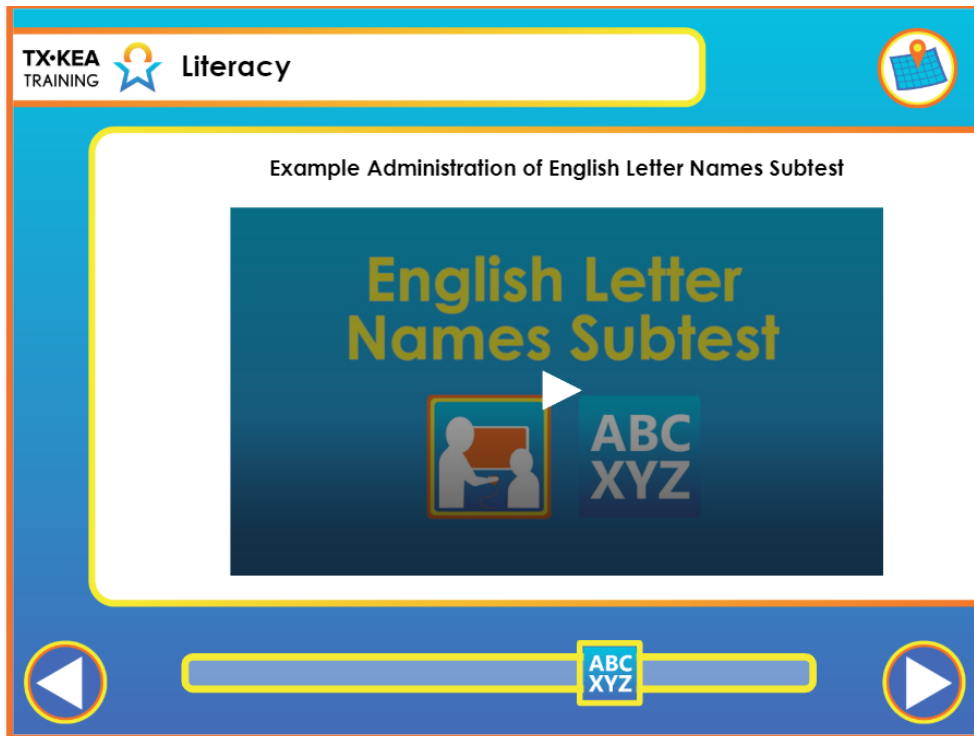
- Student-selected response
- Student is shown four letters on the screen and is asked to point to the letter named by the computer.





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ABC  
XYZ

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	<b>Voiceover:</b>	<p>To assess a student's knowledge of English letter names, the student is shown one letter at a time and asked to provide the name of the letter they see. Teachers score students' responses as either correct or incorrect. This 11-item test takes less than one minute to administer.</p> <p>To assess a student's knowledge of Spanish letter names, the student is shown four letters on the screen and is asked to point to one of the four letters that they hear named by the computer. This is a student-selected response task, and the test automatically scores the student's response as either correct or incorrect. This 11-item test takes one and a half minutes to administer. In the video, you will see an example of the letter names subtest being administered in English.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



	<b>Voiceover:</b>	None.
	<b>Say:</b>	"Let's practice administering the Letter Names subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Letter Names subtest. Choose a partner and practice administering this sample subtest to each other."
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



**Literacy**

### Allowable Prompts for Letter Names Subtest

**Allowable Prompts in English**

There may be rare occasions when a student provides a response that requires you to follow-up.

- If student responds with the **letter's sound** instead of its name:  
"That's the sound this letter makes. Tell me the name of this letter."
- If student responds with a **word that starts with the letter**:  
"Tell me the name of this letter."
- If student responds in the **wrong language**:  
"What's the English letter?"



**Allowable Prompts in Spanish**


- If the student does not respond by pointing to a letter within 5 seconds, you may prompt by saying:  
"Señala la letra."

ABC  
XYZ

	<b>Voiceover:</b>	<p>Although scoring student responses on this test is usually straightforward, there are a few situations that will require you to ask a follow-up statement. For example, if a student responds with the letter's sound instead of its name, then you will respond by saying, "That's the sound this letter makes. Tell me the name of this letter."</p> <p>Also, if a student responds with an English word that starts with the letter, then the examiner should say, "Tell me the name of this letter."</p> <p>Finally, if a student responds with the Spanish name for the letter, then the examiner should say, "Tell me the English name for this letter." If the student does not reply with the correct answer after the appropriate follow-up statement is provided, then the item is scored as incorrect. In other words, follow-up statements are never repeated within a given test item.</p> <p>In the Spanish letter naming task, if the student does not respond by pointing to a letter within 5 seconds, you may prompt by saying – "Señala la letra."</p>
	<b>Say:</b>	<p>"Give me a thumbs up or a thumbs down if I should give a score of incorrect if my student says the word Zebra for the letter Z."</p> <p>"This is a thumbs down. I would not score this as incorrect. I would further prompt my student by asking her to tell me the name of the letter."</p>
	<b>Trainer Tip:</b>	<p>Check-in with participants to clarify when and how to use prompts. Refer to Do's and Don'ts of Assessment Handout.</p>
	<b>Handout:</b>	<p>None.</p>

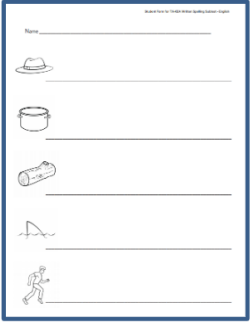
## MODULE 3 SLIDE 37






Literacy







**What is the Spelling subtest?**

- **Early Spelling** is the ability to **use sound-symbol relationships** to write words, by using invented spelling or following conventional spelling rules.
- Administration time = approximately 7-10 minutes
- Timed task = **no**
- Item types = **student-written** responses



	<p><b>Voiceover:</b></p>	<p>The TX-KEA Written Spelling subtest addresses early writing and spelling. TX-KEA assesses spelling because it is highly related to later literacy achievement as it uses sound-symbol relationships to write words. Early writing and spelling are two broad skills addressed with the early writing subtest. Often, the first word students attempt to write is their own names. You will see that the students are asked to write their names at the top of their form. This is an important early literacy skill necessary for students to be successful in kindergarten but will not be included in the scoring section of the spelling subtest. Attempting to spell words requires students to apply multiple literacy skills simultaneously, such as alphabet knowledge and phonological awareness. Different items are included at each assessment wave.</p> <p>The Spelling subtest is student written and takes approximately 7-10 minutes to administer individually but can also be administered in small groups which reduces the testing time per student. The teacher scores the spelling components of the test on CLI Engage after administering the test. The Spelling student forms, teacher script, scoring guidelines with a sample of acceptable letter approximations are available on CLI Engage.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

## MODULE 3 SLIDE 38

**Literacy**

**How does TX-KEA measure and score spelling?**

- The student is shown a **demonstration video** in which a teacher spells a sample word.
- Then the student is asked to **spell common words** that are **pictured** on the student form.
- Scoring is **not based on handwriting**.
- Credit is given for **recognizable letters** (or reversals) in **the correct position**.

	<b>Voiceover:</b>	<p>For the Spelling task, the student is first shown a demonstration video. This is an important step so that students understand that the goal is to write all the sounds they hear in a word. Next, the student is asked to spell five words that are pictured on a sheet of paper. Each of these words are commonly used words that follow regular sound/spelling patterns using common consonants and vowels at the beginning of the year. The words become increasingly challenging as the school year progresses.</p> <p>The scoring requires students to use conventional spelling rules, rather than developmental spelling approaches. TX-KEA assesses application of conventional spelling rules because this yielded a more reliable score than developmental spelling methods in our validation study.</p> <p>The TX-KEA Written Spelling subtest does not measure handwriting. It is not expected that students have conventional handwriting at the beginning of the kindergarten year. Thus, written letters only need to be recognizable to be scored as correct. Letter approximations and common reversals can be scored as correct. The guiding principle is to give the student credit for a letter if it is a recognizable attempt. You should refer to examples of acceptable, recognizable letters in the TX-KEA Scoring Guidelines.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Literacy**

**Why does TX-KEA require correct spelling?**

- The purpose of TX-KEA Written Spelling is to **screen** students.
- Credit is given only for **correct letters**, not substitutions with similar sounds.
- Credit is given only for letters in the **correct position**, not letters in the wrong order.

	<b>Voiceover:</b>	<p>The purpose of TX-KEA spelling is to serve as a screening measure. The purpose is not to identify students' stage of spelling because many curricula have specific guidelines for placing students at different stages of spelling into the appropriate level of word study.</p> <p>To efficiently screen students and identify those who need additional support or monitoring, a correct/incorrect framework was the most valid and reliable approach. We examined developmental scoring in our validation work, but it did not improve accuracy of identifying students in need of support and it is more complex to score. Therefore, credit is given only for correct letters - not substituted letters that sound similar. The letters must be written in the correct order to receive credit. Therefore, if a student writes a correct letter but in the wrong position it does not receive credit. This strict scoring for correct sounds and positions is appropriate as a screening tool but does not reflect developmental expectations for students entering kindergarten.</p>
	<b>Say:</b>	<p>None.</p>
	<b>Trainer Tip:</b>	<p>None.</p>
	<b>Handout:</b>	<p>None.</p>

TX-KEA TRAINING

Literacy

**How do TX-KEA scores relate to stages of writing?**

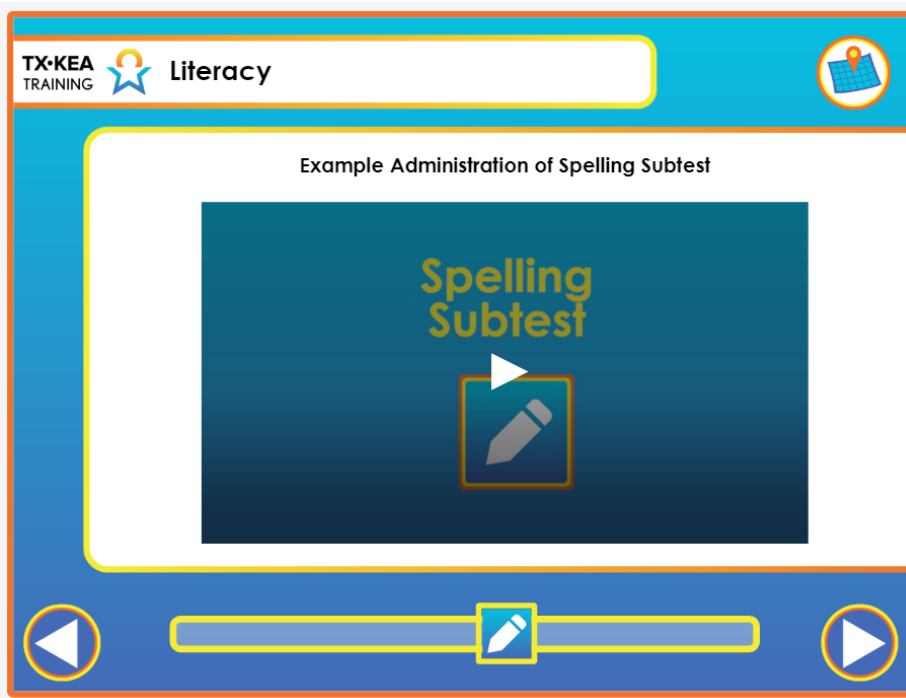
At the **beginning** of kindergarten:

- there is considerable **variability** in students' writing skills.
- it is **not** expected that students will spell all words correctly.

At the **end** of kindergarten, it is common for students to continue making spelling substitutions or errors.

1-Scribbles or Pictures	2-Symbols	3-Random Letters
<small>Drawing pictures or scribbles. Not yet using symbols or numerals.</small> 	<small>Representing symbols or numerals that are not yet an letter approximation.</small> 	<small>Represent letters or letter approximations in an apparently random order or a string of letters.</small> 
4-Beginning Sounds	5-Beginning and Ending Sounds	6-Beginning, Middle and Ending Sounds
<small>Represent beginning consonant with the correct letter or acceptable substitution. Relevant sounds can be represented in any order.</small> 	<small>Represent beginning and ending consonants with the correct letter or acceptable substitution. Relevant sounds can be represented in any order.</small> 	<small>Represent beginning consonant, medial vowel and ending consonant sounds with the correct letter or acceptable substitution. Relevant sounds can be represented in mirror image order.</small> 

	<b>Voiceover:</b>	<p>As stated, TX-KEA's strict correct/incorrect scoring is not meant to relate to beginning of year expectations. This diagram shows how many children's writing skills develop. There is considerable variability in students' writing skills at the beginning of kindergarten. Some entering kindergarten students will be in the early writing stages using symbols or random letters. Other students are able to represent beginning sounds or multiple sounds in words. Even by the end of kindergarten, children continue to make errors or substitutions for vowels or other sounds. These typical stages of early writing are important to keep in mind because this stringent scoring approach is only for screening purposes, not developmental expectations. Let's view a demonstration video for this task. You will notice that the teacher has prepared all her materials in advance and is showing the students a short instructional video before the administration of this task.</p>
	<b>Say:</b>	<p>"Let's look at your handout to review the TX-KEA acceptable approximations of letters that you will want to reference when scoring your spelling assessments. This can be found on the CLI Engage website, Training and Support Tab, How to Guides, TX-KEA Scoring Guidelines."</p>
	<b>Trainer Tip:</b>	<p>None.</p>
	<b>Handout:</b>	<p><a href="#">Letter Approximations for the Spelling Subtest</a></p>



	<b>Voiceover:</b>	If you are unable to show the teacher demonstration video to the students, then first demonstrate the spelling test by modeling writing a word and discuss how the student writes all the sounds they hear. Use the exact <b>bolded</b> script for this demonstration. You will need to print the demonstration sheet to model the sample demonstration item on page 1 of the spelling model card. It is strongly recommended that you show the video in lieu of the teacher demonstration.
	<b>Say:</b>	<p>“Now that you’ve seen the video of exactly how the teacher demonstrates the administration of the Spelling subtest, let’s take a moment to review the Spelling model card and demonstration item. This is found on CLI Engage site, Training and Support Tab, How to Guides, TX-KEA Scoring Guidelines.”</p> <p>“Now, turn to your partner and one of you can be the examiner and the other the student. Practice demonstrating how you can use this exact script if for some reason your technology does not allow you to play the video. When you are finished, switch roles and practice again.”</p>
	<b>Trainer Tip:</b>	Wander the room and take note of teachers who are following the exact script when in the “Examiner” role and share with the group how important this is.
	<b>Handout:</b>	Spelling Demonstration Item: <a href="#">English</a>   <a href="#">Spanish</a>

### Allowable Prompts for Spelling

What prompts can I give during the spelling task?

- If the student is holding the pencil, but *has stopped writing*, you can say:  
"Are you done with that word? ¿Terminaste con esa palabra?"
- If a student does not understand or says "I don't know," say:  
"That's OK. Just write what you can. Está bien. Sólo escribe lo que puedas."
- Allow student "scribble" for approximately 10-15 seconds, then say:  
"OK that's all the time we have for that word so put your pencil down. Bueno, eso es todo el tiempo que tenemos para esa palabra así que ponga su lápiz hacia abajo."
- If a student is *writing outside the line* on the first item, point and say:  
"Try to write on this line for this word. Trate de escribir en esta línea para esta palabra."

	<p><b>Voiceover:</b></p>	<p>You can provide additional prompts to students during the Early Spelling task.</p> <p>For instance, if a student seems to be done spelling the word or has paused for several seconds, but does not put the pencil down, then prompt: <b>Are you done with that word?</b> Allow the student to respond. If he says no, then allow approximately 10-15 seconds before you stop him and say: <b>Let's go on to the next word.</b></p> <p>If a student does not understand or says, "I don't know," you can say: <b>That's okay. Just write what you can.</b></p> <p>If a student is scribbling only, allow her to scribble for approximately 10-15 seconds and then stop her and say: <b>Okay, that's all the time we have for that word so put your pencil down.</b></p> <p>If a student is writing outside the line on the first item, point and say: <b>Try to write on this line for this word.</b></p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

Literacy

TX-KEA Spelling Student Record Form

**Materials:**

- Video model and computer to show students how to write all the sounds in a sample word.
- TX-KEA Spelling Student Form
- Multiple sharpened pencils and erasers

You may choose to administer the spelling test in a small group to reduce total testing time.

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	<b>Voiceover:</b>	<p>You will need special materials to administer the Written Spelling task. You will need the video and a computer to show students how to write all the sounds in a sample word. This video provides a model to students on how to spell and write down words on the form. You will find the link to this video on the introductory page when you launch the Spelling subtest. You will also need the Student Form for TX-KEA Spelling Subtest and multiple sharpened pencils and erasers. You can administer the spelling test individually or in a small group to reduce total testing time. You may consider using privacy folders when administering in small groups.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



## MODULE 3 SLIDE 44

TX-KEA Spelling Scoring

Description	Mark a response
<p>1. Mark all of the letters which were written for the word <b>HAT</b>. Mark all that apply.</p>	<p><input type="checkbox"/> 1. The first letter of the word is a recognizable H or reversal.</p> <p><input type="checkbox"/> 2. The second letter of the word is a recognizable A or reversal.</p> <p><input type="checkbox"/> 3. The third letter of the word is a recognizable T or reversal.</p> <p><input type="checkbox"/> 4. No acceptable letters written in correct order.</p>
<p>2. Mark all of the letters which were written for the word <b>PO</b>. Mark all that apply.</p>	<p><input type="checkbox"/> 1. The first letter of the word is a recognizable P or reversal.</p> <p><input type="checkbox"/> 2. The second letter of the word is a recognizable O.</p> <p><input type="checkbox"/> 3. The third letter of the word is a recognizable T or reversal.</p> <p><input type="checkbox"/> 4. No acceptable letters written in correct order.</p>



### Voiceover:

Once the students have completed their spelling test, the teacher will score the results of the student forms on CLI Engage. This is a sample of two of the items to be scored in the Wave 1 English Spelling subtest. Students earn one point for each correct, recognizable letter that is written in the correct position within a spelling word. This is a test of orthographic knowledge, so childlike handwriting is acceptable. If letters are not represented in the correct order, you only award points for letters in the appropriate positions.

For example, if a child writes the letters H, A, A and T for the word “HAT” you only award two points for the correct first and second letter. If a child writes a mirror image with the letters T, A and H for the word “HAT” you would award only one point for the correct second letter. If a letter is substituted, you cannot award a point for that letter.

For example, if a child writes the letters H, E and T for the word “HAT” you only award two points for the correct first and last letter. If a letter is omitted, you can only give a point for any letters that are in the correct position.

For example, if a child only writes the letters H and T for the word “HAT” you only award one point for the H in the correct first letter. If a letter is inserted at the end of the word, no points are taken away for this extra letter.

For example, if a child writes the letters H, A, T and then adds an additional T for the word “HAT” you award all three points for the correct first, second and third letter.



### Say:

“Now that we have heard about how the 1st item on this slide was scored, turn to your neighbor and practice with the second item. One of you can be the teacher and the other the student. Be sure to give the directions just as you would when administering the subtest in your classroom. When administering and scoring, please use your Spelling form and letter approximations key. The Spelling forms we have today apply to Wave 1. You can access Wave 2 and 3 forms on CLI Engage along with the other forms we are using today.



### Trainer Tip:

Pause here to recap what was stated in the example to check for understanding regarding how each item was scored for the word “hat”. Have participants practice with the word “pot” seen on the slide.



### Handout:

Letter Approximations for Spelling Subtest: [English](#) | [Spanish](#)

BOY Spelling Student Form: [English](#) | [Spanish](#)

BOY Teacher Script for Spelling Subtest: [English](#) | [Spanish](#)

BOY Scoring Guidelines for Spelling Subtest: [English](#) | [Spanish](#)

[Additional Scoring Guidelines](#)

**Language**

**Listening Comprehension Subtest**

- **Listening comprehension** is a foundational language skill that **supports learning** in all content domains.
- **Knowing** a student's **language comprehension** helps **educators adjust** their own language during instruction to levels that are most beneficial for individual students.
- Administration time = approximately 5 minutes
- Timed task = no
- Item type = **student-selected responses**

	<b>Voiceover:</b>	<p>Listening comprehension refers to a collection of foundational oral language skills that support learning in all content domains. In fact, receptive language ability is one of the strongest predictors of literacy achievement. The TX-KEA Listening Comprehension subtest measures children's ability to understand a number of grammatical structures and their ability to follow multi step directions.</p> <p>Knowing your student's receptive language abilities will equip you to adjust the complexity of your own language during instruction. This will help your students understand your instruction, and it will help you scaffold their language development.</p> <p>The Listening Comprehension subtest is untimed and takes about five minutes to administer. This subtest requires student selected responses.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

## MODULE 3 SLIDE 46

**Language**

**Listening Comprehension Subtest**

**Items requiring a single response:**





- Student **sees** three or four pictures on the screen.
- Student **hears** the computer say a sentence.
- Student **selects** the picture that **best** illustrates the sentence.

**Items requiring multiple responses:**

- Student **sees** a number of pictures on the screen.
- Student **hears** the computer instruct which pictures to select.
- Student **selects** as **many** pictures as needed to carry out the instruction.

	<p><b>Voiceover:</b></p>	<p>The listening comprehension subtest has two types of test items: single-select items and multiple-select items. For the single-select items, students see three or four pictures on the screen. When the pictures first appear, they are grayed out and cannot be selected. They change to color and become selectable after all the words comprising a sentence are presented by the computer over headphones. At this point, children should select the one picture that best illustrates the sentence they heard. It is important that teachers attend to children during this subtest to make sure they do not try to select pictures before the pictures become selectable. The computer will not register the selection of grayed images, which could result in an item being scored as incorrect if a child selected the right picture while it was gray. The computer will automatically advance to the next item after it registers selection of one picture.</p> <p>Multiple-select items work in much the same manner. The main difference is that students may see anywhere from three to eight pictures, and they may need to select from two to four of those pictures to receive full credit for an item. Making sure children do not start selecting pictures until they turn to color becomes even <b>more</b> important on multiple-select items. The computer will not advance to the next item until it registers selection of the right number of pictures.</p> <p>Let's watch a video clip of the administration of the Listening Comprehension subtest.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>



	<b>Voiceover:</b>	None.
	<b>Say:</b>	“Let’s practice administering the Listening Comprehension subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Listening Comprehension subtest. Choose a partner and practice administering this sample subtest to each other.”
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

Literacy

**Letter Sounds Subtest**

- Letter knowledge** is an excellent predictor of reading achievement
- Knowledge of **letter sounds**
- Administration time = approximately 1-2 minutes
- Timed task = **no**
- Item types = **student-selected and teacher** recorded responses

/a/

	<p><b>Voiceover:</b></p>	<p>Letter knowledge refers to the extent that students know the names and sounds associated with each letter and combination of letters in a given alphabet. Earlier in this course we reviewed letter name knowledge and in this separate subtest, you will learn about the administration of letter sound knowledge. For an understanding of a student's early literacy development that is most complete and most useful for instructional planning, we encourage educators to assess both letter names and letter sounds. The letter sounds subtest includes both receptive and expressive tasks.</p> <p>The Letter Sounds subtest is untimed and takes approximately one minute to complete. The Letter Sounds-Receptive tasks are student selected and assessed in both Spanish and English. The Letter Sounds Expressive tasks are teacher recorded and assessed in English only. At certain waves, both Letter Sounds-Receptive and Letter Sounds-Expressive tasks are assessed in English, and both must be completed for the student's total score to be calculated. More information on the subtests available at each wave can be found in the TX-KEA User Guide on CLI Engage.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

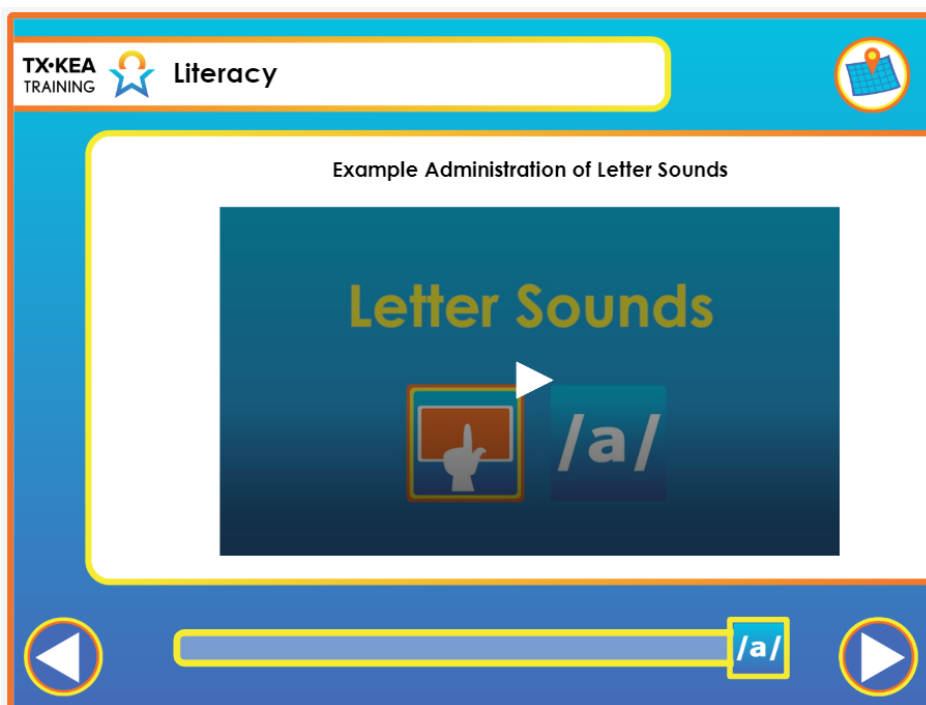
Literacy





**How does TX-KEA measure letter sounds?**

- Measures mapping of sounds to letters in **English** and **Spanish**
- Student-selected** response type

/a/

	<b>Voiceover:</b>	<p>To assess the student's knowledge of the mapping of sounds to letters, the student is shown four letters on the screen and asked to point to the one letter that makes a particular sound provided by the computer's audio. This is a student-selected response type, and the test automatically scores the student's response as either correct or incorrect. Let's take a look at an example of the letter sounds subtest being administered.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



	<b>Voiceover:</b>	None.
	<b>Say:</b>	<p>“Let’s practice administering the Letter Sounds subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Letter Sounds subtest. Choose a partner and practice administering this sample subtest to each other. Please review your Letter Sounds - Expressive Scoring Guidelines handout first”</p> <p>“As we practiced, I heard one participant prompt by asking what the sound was when her partner stated the letter. Give me a thumbs up or thumbs down.”</p> <p>“That is a thumbs up. Asking the student to tell you the sound the letter makes if he or she names the letter is an allowable prompt.”</p>
	<b>Trainer Tip:</b>	Have teachers review the letter sounds handout for Wave 2 in English. Remind teachers of the waves in which Letter Sounds-Expressive and Receptive are administered based on the chart in the User Guide.
	<b>Handout:</b>	MOY Letter Sounds 2 Expressive: <a href="#">English</a>

Literacy

### Blending Sounds Subtest

The Blending Sounds subtest **assesses students' phonological awareness, or sensitivity to the sound structure** of oral language. Phonological awareness is **necessary for learning** to read and write and is **predictive of literacy achievement**.

- Administration time = approximately 5 minutes
- Timed task = **no**
- Item types = **student-selected and teacher recorded responses**

a+b

	<b>Voiceover:</b>	<p>The Blending Sounds subtest assesses students' phonological awareness, or sensitivity to the sound structure of oral language. Phonological awareness is necessary for learning to read and write and is predictive of literacy achievement.</p> <p>The Blending Sounds subtest is available in both Spanish and English, is untimed and takes about five minutes to administer. The Blending-Receptive tasks are student selected and the Blending -Expressive tasks are teacher recorded.</p> <p>At certain waves, both the Blending-Receptive and Blending Expressive tasks are available, and both must be completed for the student's total score to be calculated. More information on the subtests available at each wave can be found in the TX-KEA User Guide on CLI Engage.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



### How Does TX-KEA Assess Blending Sounds?

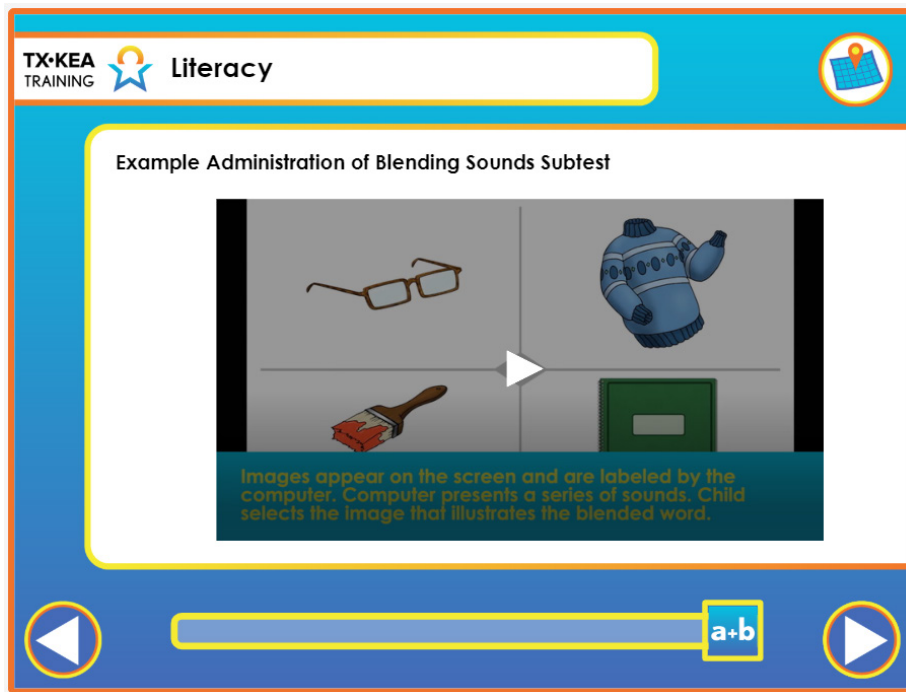
**Step 1.** Student sees **three or four pictures appear** on the screen one at a time. The pictures are **labeled by the computer** as they appear.





**Step 2.** Computer **presents** a series of sounds.

**Step 3.** Student **selects** the picture that illustrates the blended word.

a+b

	<b>Voiceover:</b>	<p>Students see three or four pictures appear on the screen, one at a time. The pictures initially appear grayed and are not selectable. Each picture is labeled by the computer as it appears.</p> <p>Students then hear the computer present a series of sounds with brief moments of silence between the sounds. The pictures turn to color and become selectable after all of the sounds are presented.</p> <p>Students then point to the picture that illustrates the word formed when the sounds are blended together. Teachers should pay close attention to the students to make sure they do not try to respond until after the pictures turn color and are selectable. The subtest is scored automatically by the computer and automatically advances after the student makes a selection. Let's take a look at the blending sounds subtest being administered.</p>
	<b>Say:</b>	<p>None.</p>
	<b>Trainer Tip:</b>	<p>None.</p>
	<b>Handout:</b>	<p>None.</p>



	<b>Voiceover:</b>	None.
	<b>Say:</b>	“Let’s practice administering the Blending Sounds subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Blending Sounds subtest. Choose a partner and practice administering this sample subtest to each other.”
	<b>Trainer Tip:</b>	Remind teachers of the different waves of assessment in which the Blending Sounds subtest is administered and reference the administration waves color coded chart in the User Guide.
	<b>Handout:</b>	None.

**TX-KEA**  
TRAINING

**TX-KEA Administration Guidelines**

**Decoding**

- The Decoding subtest measures ability to read non-high frequency words by sounding them out (decoding) rather than knowing the whole word from memory (rote visual memory)
- Administration time: 2-3 minutes
- Timed task: no
- Item type: teacher-recorded responses

run

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not

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lost

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dock

	<b>Voiceover:</b>	<p>The Decoding subtest measures the ability to read non-high frequency words by sounding them out (decoding) rather than knowing the whole word from memory (rote visual memory).</p> <p>The Decoding subtest is untimed and takes approximately 2-3 minutes to complete.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**TX-KEA Administration Guidelines**

**Decoding**





- The teacher and student should sit side-by-side. The student should read the words and the teacher will score the response as correct or incorrect.
- Say: "I am going to show you some words and I would like you to try to read them to me. What word is this?" The student responds: "hot".
- After the first item, the instructions can be shortened to: What word is this?

run

not

lost

dock

	<p><b>Voiceover:</b></p>	<p>The teacher and student should sit side-by-side. The student should read the words and the teacher will score the response as correct or incorrect. You Say: <b><i>I am going to show you some words and I would like you to try to read them to me. What word is this?</i></b> The student responds: <b>hot</b>. After the first item, the instructions can be shortened to: <b><i>What word is this?</i></b></p>
	<p><b>Say:</b></p>	<p>"Give me a thumbs up or a thumbs down. The child looks puzzled after I've read him the instructions. I want to read the instructions again to him, but I'm not sure if that's okay."</p> <p>"Thumbs up is the correct response. if the child seems uncertain about the question, you may read the instructions again."</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p><a href="#">TX-KEA Do's and Don'ts Handout</a></p>

## MODULE 3 SLIDE 56

**TX-KEA Administration Guidelines**

**Decoding**

- If the child sounds out words, letter by letter, for example, /h/, /o/, /t/, prompt by saying: "Now say the word smoothly". This prompt can be used each time the child attempts to read the word by sounding out each letter.
- Only give credit if the child is able to read the word smoothly and accurately. If the child does not respond in 5-10 seconds, feel free to encourage the child to guess. If after 10 seconds the child does not respond, record incorrect and proceed with the rest of the subtest.

run

not

lost

dock

	<b>Voiceover:</b>	<p>If the child sounds out words, letter by letter, for example, /h/, /o/, /t/, prompt by saying: <b>Now say the word smoothly</b>. This prompt can be used each time the child attempts to read the word by sounding out each letter. Only give credit if the child is able to <b>read the word smoothly and accurately</b>. If the child does not respond in <b>5-10 seconds</b>, feel free to encourage the child to guess. If after 10 seconds the child does not respond, record incorrect and proceed with the rest of the subtest.</p>
	<b>Say:</b>	<p>"Let's practice administering the Decoding subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Decoding subtest. Choose a partner and practice administering this sample subtest to each other."</p>
	<b>Trainer Tip:</b>	<p>Remind teachers that the Decoding Subtest is administered at Wave 2 and in both Spanish and English.</p>
	<b>Handout:</b>	<p>None.</p>

### Mathematics Subtest

- The TX-KEA **Mathematics** subtest focuses on math skills related to **numbers** and **counting**, **operations** and **patterning**, **geometry** and **spatial reasoning**, and **math** in the **real world**.
- Formal and informal mathematics learning helps **develop students' abilities** to **problem solve** and **use math** in academic and everyday settings.
- Administration time = approximately 4–5 minutes
- Timed task = no
- Item types = **student-selected** and **teacher-recorded** responses

	<b>Voiceover:</b>	The TX-KEA Mathematics subtests focus on math skills related to numbers and counting, operations and patterning, geometry and spatial reasoning, and math in the real world. Formal and informal mathematics learning helps develop students' abilities to problem solve and use math in academic and everyday settings. It takes approximately four to five minutes to complete the mathematics subtests. These subtests are untimed and include both student-selected and teacher-recorded response items.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

### Mathematics Subtest

**Mathematics - Rote Counting**

Rote Counting (1 item)

Say: "Let's play a counting game. When I say 'go' I'd like you to start from one and count as high as you can. Are you ready? Go!"

**Notes:**  
Record the number in the space below when the child makes a mistake or stops.

If the child is hesitant to start, prompting is allowed. The teacher/examiner can say, "OK, I will help you get started. 1... 2... What comes next?" If the child still does not respond, record a "0" in the space below, and move on to the next item.

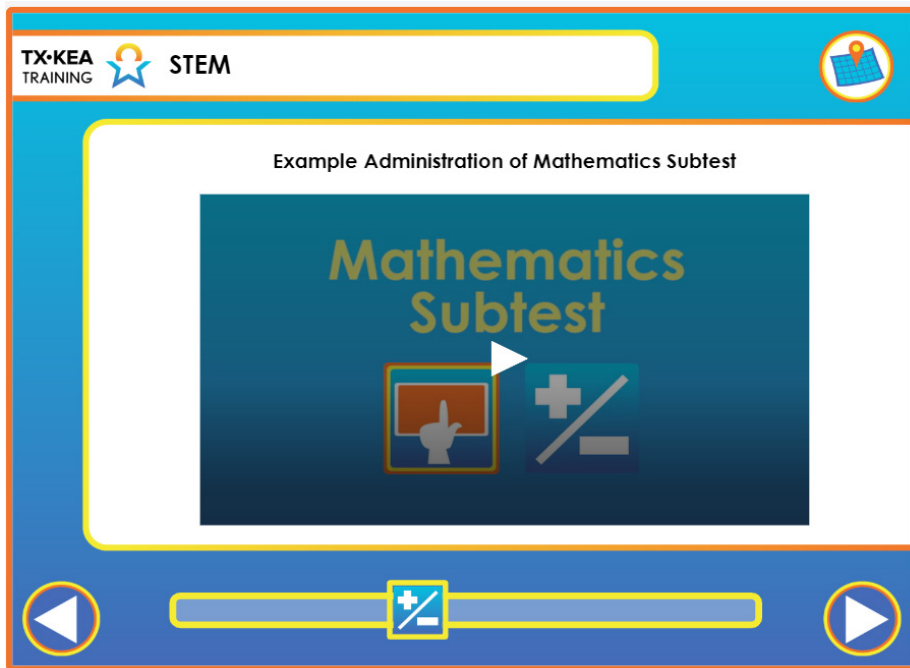
It is acceptable to stop the activity if the child accurately counts to 100. Record number correct.





24

Type highest number in sequence

	<b>Voiceover:</b>	<p>In the rote counting task, the student does not need to view the screen. The teacher asks the student to play a counting game. The teacher can use additional prompts to help the student get started. The teacher enters the highest number successfully counted in sequence in the space provided. You'll see in the following video that the Math subtest in Part 1 is teacher recorded and student selected and begins with this rote counting item.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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	<b>Voiceover:</b>	None.
	<b>Say:</b>	As you saw, the Math subtest begins with a rote counting item. The student does not need headphones for this item. Instead, text is provided on the screen that the teacher will read to the student to prompt him/her to begin counting. After this item, the student will wear headphones for the remainder of the Math subtest.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



**Prompts for Counting Items**

**Encourage** the student to **count aloud** and **point** to objects on the screen while counting.

- For example, you can say, "Count aloud so I can hear you. You can use your finger to count."

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	<b>Voiceover:</b>	<p>If students do not count aloud on the counting items, we recommend that you encourage the student to count aloud. You may also suggest that the student point to objects on the screen while counting.</p> <p>Counting items include special scoring instructions. Students count aloud the objects pictured on the screen, and then state the cardinal value for the set of objects. If a student counts the items without stating the cardinal value, prompt the student by asking, "How many are there?"</p> <p>For example, you can say, "Count aloud so I can hear you. You can use your finger to count." When students count aloud, it helps you determine when they are finished counting so you can ask, "how many are there?"</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Special Scoring Instructions – Cardinality**

Prompt: “How many bananas are there altogether?”

**Correct responses**

The student's final response is the cardinal value scored. For example:

- The student incorrectly counts the items and correctly says the cardinal value
- The student correctly counts the items and correctly says the cardinal value

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	<b>Voiceover:</b>	<p>You must determine if the answer provided is correct or incorrect and record the student's response. Let's consider various scenarios to help determine when to score a student response correct versus incorrect.</p> <p>Now imagine that the student incorrectly counts the bananas by saying, “1, 2, 5, 6, 3 through 26.” You would still check for cardinality by asking, “How many are there?” If the student says “25” this response is correct since the student provided the correct cardinal value.</p> <p>Look at the set of 25 bananas on the screen. The computer will prompt the student to count the bananas and say how many there are. Let's say the student counts aloud, “1, 2, 3 through 25”. You would check for cardinality by asking the student, “How many are there?” If the student says “25,” you record this as a correct response.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Special Scoring Instructions – Cardinality**

Prompt: "How many bananas are there altogether?"


**Incorrect responses**


- The student provides no response or says "I don't know."
- The student states any number except the correct cardinal value.
- The student correctly counts the items but states an incorrect cardinal value.

+


-

	<b>Voiceover:</b>	<p>Let's now consider scenarios where you would record student responses as incorrect. If the student says "I don't know" or states any number other than the correct cardinal value, record the response as incorrect.</p> <p>Imagine that the student counts aloud, "1, 2, 3, 4, 5 through 25" You check for cardinality by asking, "How many are there?" If the student says "26" or any other number than "25," record this as an incorrect response. The student's final answer to the cardinal value is always the response that you will score. The student's correct counting of the objects is not taken into consideration for scoring.</p>
	<b>Say:</b>	<p>"Let's practice administering the mathematics subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the mathematics subtest. Choose a partner and practice administering this sample subtest to each other."</p>
	<b>Trainer Tip:</b>	<p>None.</p>
	<b>Handout:</b>	<p>None.</p>







STEM





**Science & Engineering Subtest**





- The TX-KEA Science and Engineering subtest **focuses on** students' **content knowledge** and **understanding** of scientific processes.
- Assesses students' understanding of **physical, life, earth, and space sciences** as well as the **engineering applications** of science.
- Administration time = approximately 5-7 minutes
- Timed task = no
- Item type = **student-selected** responses









	<b>Voiceover:</b>	<p>The TX-KEA Science and Engineering subtest focuses on student's content knowledge and understanding of scientific processes. The Science subtest assesses students' understanding of physical, life, earth, and space sciences as well as the engineering applications of science. It takes approximately 5 minutes for each student to complete this subtest. This is an untimed subtest.</p> <p>All science and engineering items are student-selected items for which they point to the screen to make a selection. The items are multiple choice, and some require more than one response to be selected.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**How does TX-KEA assess science & engineering?**

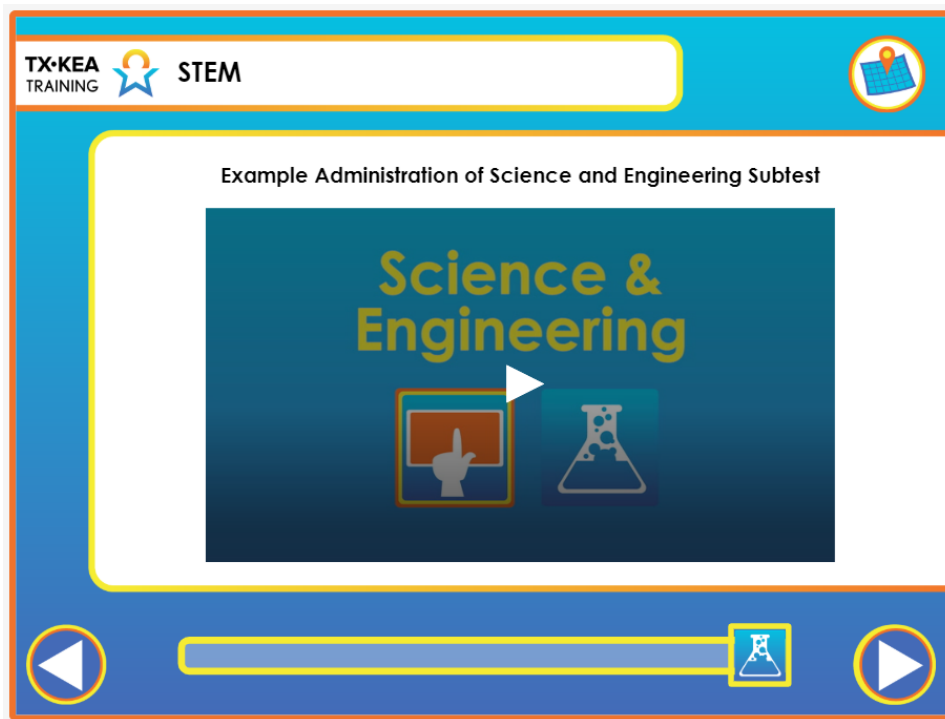
**Items requiring a single response:**





- Student **sees** three or four pictures on the screen.
- Student **hears** the computer provide an instruction.
- Student **selects** the picture that provides the **best answer**.


**Items requiring multiple responses:**

- Student **sees** a number of pictures on the screen.
- Student **hears** the computer instruct which pictures to select.
- Student **selects** as **many pictures** as needed to carry out the instruction.


	<p><b>Voiceover:</b></p>	<p>The Science and Engineering subtest has two types of test items: single-select items and multiple-select items. For the single-select items, students see pictures on the screen. The computer provides auditory instructions about which picture to select. Then, the students select the one picture that best carries out the instructions they heard. The computer will automatically advance to the next item after it registers the selection of one picture.</p> <p>Multiple-select items work in much the same manner. The main difference is that students need to select more than one picture to receive full credit for an item. The computer will not advance to the next item until it registers the selection of the right number of pictures.</p> <p>Let's watch an example of the administration of the Science and engineering subtest.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>



	<b>Voiceover:</b>	None.
	<b>Say:</b>	“Let’s practice administering the Science subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Science subtest. Choose a partner and practice administering this sample subtest to each other.”
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.










## Academic Motor Skills



**Academic Motor Skills Subtest**

- The **TX-KEA** Academic Motor Skills subtest includes items that reliably and efficiently **evaluate** many of the **motor skills** required for successful completion of school activities.
- Exploration of the environment** forms the basis of many skills necessary for success in kindergarten.
- Administration time = approximately 3 minutes
- Timed task = no
- Item type = **teacher-reported behavior checklist**

	<b>Voiceover:</b>	<p>The TX-KEA Academic Motor subtest includes items that reliably and efficiently evaluate many of the motor skills required for successful completion of school activities. Throughout the preschool years, children learn to effectively coordinate the use of their hands, eyes, and the rest of their body as they explore different environments. Motor skills are especially important for early academic tasks. . It will take you approximately three minutes to complete the checklist for one student. You will complete the checklist electronically on CLI Engage.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Academic Motor Skills**

**How does TX-KEA measure motor skills?**

The subtest is designed as a checklist and addresses **observable behaviors**.

**Motor skills are recorded as:**

- typical for age
- delayed
- not observed



	<b>Voiceover:</b>	<p>Students are assessed using a checklist that is completed by the teacher who reflects on his or her observations of the student's motor behavior. You will record whether the student's motor behavior is typical for his or her age, delayed, or not observed. "Typical for age" means that the student's motor skills are developmentally appropriate, whereas "delayed" means the student's motor skills are behind the development of her peers. You can score "not observed" if you have not yet observed the student display a given behavior.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.




**Academic Motor Skills**

**Scoring Instructions for Motor Skills**

- **Fine and visual motor skills** can be assessed in the **classroom**.



	<b>Voiceover:</b>	Visual and fine motor skills are best observed in the classroom doing normal activities, such as drawing, cutting, and lacing. During recess and physical education times, gross motor skills are best assessed through observation.
	<b>Say:</b>	“Consider a student you’ve taught or a child you know who has struggled using a pair of scissors or holding a writing utensil. Now, Let’s take a look at the handout that explains, in great detail, the rating scale for Academic Motor Skills. Based on the guidance offered on the handout, would the child you have in mind be delayed or typical for his or her age?”
	<b>Trainer Tip:</b>	Have one participant share with the group about rating a students’ use of scissors and another share how he or she rated a students’ use of a writing utensil. Have them give their rationale based on the handout.”
	<b>Handout:</b>	<a href="#">Rating Scale Examples for Academic Motor Skills</a>

**Social Emotional**

**Social and Emotional Competence**

- The **TX-KEA Social and Emotional Competence** subtest focuses on students' **social and emotional skills** within a classroom setting.
- Administration time = approximately 2-3 minutes
- Timed task = **no**
- Item type = **teacher-reported behavior** checklist

	<b>Voiceover:</b>	<p>The Social and Emotional Competence subtest focuses on students' social and emotional skills within a classroom setting. The subtest evaluates students' pro-social skills, approaches to learning, and emotion understanding. It will take 2 to 3 minutes to complete checklists for each student in your classroom.</p> <p>You will complete the checklist electronically on CLI Engage.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.




**Social Emotional**



**Instructions for Rating Behaviors**

Rate each student's social and emotional competence based on the **typical** interactions with the student.





- Consider **behavior displayed** when the student is alone and when he or she is with adults and peers.









	<p><b>Voiceover:</b></p>	<p>You are asked to report on these skills for each student based on typical interactions. When rating the frequency of students' behaviors, reflect on the behavior they display when alone and when interacting with peers and teachers. Typical interactions are ones that occur during normal, everyday experiences. This means that you do not want to heavily weigh a student's behavior during a fire drill, the first day of school, or with a substitute teacher, for example, as behavior displayed in such contexts may not represent a child's overall adjustment.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

**Social Emotional**

**How does TX-KEA measure Social and Emotional Competence?**

The subtest is designed as a **checklist** and addresses **observable behaviors**.

Skills are recorded as occurring:

- rarely
- sometimes
- consistently

	<p><b>Voiceover:</b></p>	<p>The Social and Emotional Competence subtest is a questionnaire that you complete for each student in the classroom. We recommend that you complete the checklist after students have adjusted to kindergarten and after you have sufficiently observed students interacting with each other and with teachers. Students' social-emotional competence will be scored automatically based on how frequently you report observing certain behaviors at school. You will record whether each particular behavior occurs rarely, sometimes, or consistently.</p> <p>"Rarely" is used to indicate that you may have observed the student display the behavior a few times.</p> <p>"Sometimes" means you have observed the behavior occur occasionally since the beginning of the school year.</p> <p>A score of "Consistently" means that the student consistently displays the behavior.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

**Social Emotional**

### Social and Emotional Competence Scoring Example

<p>* 8. Feels and <b>demonstrates pride</b> for own accomplishments?  <i>¿Siente y <b>demuestra orgullo</b> por sus propios logros?</i></p>	<p><input type="radio"/> 1 - Rarely/Rara vez  <input type="radio"/> 2 - Sometimes/Ocasionalmente  <input type="radio"/> 3 - Consistently/Consistentemente</p>
<p>* 9. Verbally expresses his or her feelings when he or she has been wronged (without tattling)?  <i>¿Expresa verbalmente sus sentimientos cuando ha sido perjudicado (sin acusar)?</i></p>	<p><input type="radio"/> 1 - Rarely/Rara vez  <input type="radio"/> 2 - Sometimes/Ocasionalmente  <input type="radio"/> 3 - Consistently/Consistentemente</p>
<p>* 10. Recognizes and names basic emotions (happy, sad, mad, scared) in photographs or books?  <i>¿Reconoce y nombra las emociones básicas (felicidad, tristeza, ira, miedo) en fotografías o libros?</i></p>	<p><input type="radio"/> 1 - Rarely/Rara vez  <input type="radio"/> 2 - Sometimes/Ocasionalmente  <input type="radio"/> 3 - Consistently/Consistentemente</p>
<p>* 11. Shows concern for and/or tries to comfort upset/lost peers?  <i>¿Muestra preocupación y/o intenta consolar a sus compañeros?</i></p>	<p><input type="radio"/> 1 - Rarely/Rara vez  <input type="radio"/> 2 - Sometimes/Ocasionalmente  <input type="radio"/> 3 - Consistently/Consistentemente</p>



**Voiceover:**

This is an example of how you will score social and emotional competence. You'll see that information is provided in parenthesis to help clarify the question or to provide an example.



**Say:**

"Let's look at your handout and read the Social and Emotional example about a child named George that is on the TX-KEA Scoring Guidelines Page of CLI Engage."

"Without looking at the answers, turn to your neighbor and rate the behaviors you see on this slide. Discuss your rationale for rating the behaviors as you did."




**Trainer Tip:**

Reconvene as a group and have 1 person per table share their ratings with the whole group. Review the answers in the handout to check for understanding while referencing the rating scales.




**Handout:**

[Rating Scale Examples for Social Competence and Emotion Management](#)





## Social Emotional








### Emotion Management

- The TX-KEA **Emotion Management** subtest focuses on students' **ability to manage their emotions** and **respond appropriately** to an emotional experience.
- Administration time = approximately 2 minutes
- Timed task = **no**
- Item type = **teacher-reported behavior** checklist







	<b>Voiceover:</b>	The Emotion Management subtest focuses on students' ability to manage their emotions and respond appropriately to an emotional experience. The students are evaluated on whether they can adapt to the demands of a classroom and school environment.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Social Emotional**

**How does TX-KEA measure Emotion Management?**


The subtest is designed as a **checklist** and addresses **observable behaviors**.

Skills are recorded as occurring:


- rarely
- sometimes
- consistently

	<p><b>Voiceover:</b></p>	<p>The Emotion Management subtest is also a questionnaire that you complete for each student in the classroom on CLI Engage. We recommend that you complete the checklist after students have adjusted to kindergarten and after you have sufficiently observed students interacting with each other and with teachers. Students' emotion management will be scored based on how frequently you report observing certain behaviors at school. You will record whether each particular behavior occurs rarely, sometimes, or consistently.</p> <p>"Rarely" is used to indicate that you may have observed the student display the behavior a few times.</p> <p>"Sometimes" means you have observed the behavior occur occasionally since the beginning of the school year.</p> <p>A score of "Consistently" means that the student consistently displays the behavior.</p>
	<p><b>Say:</b></p>	<p>"Let's look at your handout and read the Social and Emotional example about a child named George that is on the TX-KEA Scoring Guidelines Page of CLI Engage."</p> <p>"Without looking at the answers, turn to your neighbor and rate the behaviors you see on this slide. Discuss your rationale for rating the behaviors as you did."</p>
	<p><b>Trainer Tip:</b></p>	<p>Reconvene as a group and have 1 person per table share their ratings with the whole group. Review the answers in the handout to check for understanding while referencing the rating scales.</p>
	<p><b>Handout:</b></p>	<p><a href="#">Rating Scale Examples for Social Competence and Emotion Management</a></p>

TX-KEA  
TRAINING






Social Emotional



### Emotion Management Scoring Example

Description	Mark a response
* 1. Tries to control or dominate interactions (is bossy or demanding)? ¿Intenta controlar o dominar las interacciones (es autoritario, mandón, o exigente)?	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
* 2. Unintentionally upsets others? ¿Molesta a otros de manera involuntaria?	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
* 3. Has temper outbursts? ¿Tiene arrebatos de mal genio/temperamento?	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
* 4. Inappropriately initiates peer interactions (e.g., uses negative affect or aggression)? ¿Inicia interacciones con compañeros de manera inapropiada (por ejemplo, recurre al uso de afectos negativos o a	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente



**Voiceover:**

This is an example of how you will score emotion management once you have reflected upon how emotions are managed by each of your students.



**Say:**

“Let’s briefly look at your handout about George again and rate his behaviors through a different lens. Remember the Emotion Management subtest is only offered at the beginning of the year when these behaviors may present themselves more.”

“Without looking at the answers, turn to your neighbor and rate the behaviors you see on this slide. Discuss your rationale for rating the behaviors as you did.



**Trainer Tip:**


Reconvene as a group and have 1 person per table share their ratings with the whole group. Review the answers in the handout to check for understanding while referencing the rating scales.




**Handout:**

[Rating Scale Examples for Social Competence and Emotion Management](#)



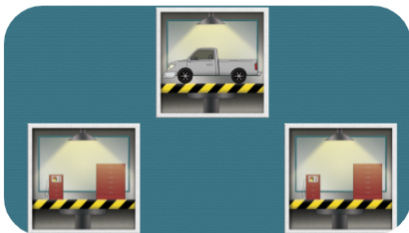




## Executive Functioning








### Working Memory Subtest

- Working memory assesses students' **ability to remember** 1 – 3 pieces of information at one time.
- Administration time = approximately 2 – 3 minutes
- Timed task = no
- Item type = **student-selected** responses






	<b>Voiceover:</b>	<p>The Working Memory subtest assesses students' ability to hold in memory 1 to 3 pieces of information at a time in an increasingly complex setting. This subtest is untimed and takes approximately 2 to 3 minutes to administer. The items on this task require student-selected responses. It is recommended that the student wear headphones in this subtest.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.





**Executive Functioning**





**How does TX-KEA assess working memory?**





- Students are shown images of vehicles in garages.
- They are prompted to **recall where vehicles are parked** in a garage.
- The number of vehicles and the number of parking spaces **increases** as the students progress.









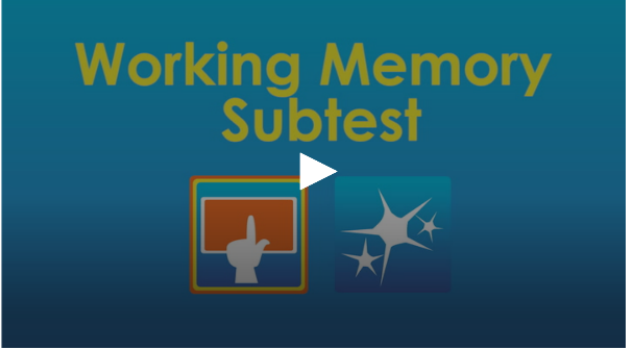


	<p><b>Voiceover:</b></p>	<p>In this subtest, students are shown images of vehicles in garages. Then, they are prompted to recall where the vehicles are parked in a garage. The number of vehicles and the number of parking spaces increases as the student progresses. In the following video, you will see an example of the working memory subtest being administered.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>






Executive Functioning




Example Administration of Working Memory Subtest




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	<b>Voiceover:</b>	None.
	<b>Say:</b>	“Let’s practice administering the Working Memory subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Working Memory subtest. Choose a partner and practice administering this sample subtest to each other.”
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.





**Executive Functioning**





**Inhibition Subtest**





- Inhibition assesses students' **ability to inhibit, or withhold, a response**
- Administration time = approximately 2-3 minutes
- Timed task = yes
- Item type = **student-selected** responses









	<b>Voiceover:</b>	<p>Inhibition assesses students' ability to inhibit, or withhold, a response. It takes approximately two to three minutes to administer this task. It is timed and consists of student-selected response items. As a reminder, students should wear headphones.</p>
	<b>Say:</b>	<p>None.</p>
	<b>Trainer Tip:</b>	<p>None.</p>
	<b>Handout:</b>	<p>None.</p>

**Executive Functioning**

**How does TX-KEA assess inhibition?**

- Students are asked to **respond accurately** to specific stimulus (i.e., butterfly), and **withhold**, or inhibit, a response to a different stimulus (i.e., bee).
- This task involves students catching butterflies in a butterfly net, but **NOT** catching bees for a certain time limit.
- Students are **warned** that **butterflies** are fast.
- Scores reflect the students' ability to respond accurately while **inhibiting a response**.

	<b>Voiceover:</b>	Students are asked to respond accurately to a specific stimulus (i.e., butterfly), and withhold, or inhibit, a response to a different stimulus (i.e., bee). This task involves students catching butterflies in a butterfly net but NOT catching bees for a certain time limit. They are warned that the butterflies are fast and that the students must be fast too. Scores reflect the student's ability to respond accurately while inhibiting a response.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Executive Functioning**

**Special Scoring Instructions - Inhibition**

After administering the Inhibition task, you will notice on the Results Screen that a score of “1” indicates when a student touched the bee on the screen. For example:

- Student A touches the butterfly five times and the bee two times. His total score would be two.
- Student B touches all of the butterflies and never touch a bee. Her score would be zero. This means she followed the instructions and inhibited her response of touching the bee.

	<b>Voiceover:</b>	<p>After administering the Inhibition task, you will notice on the “Results” screen that a score of “1” indicates when a student touched the bee on the screen. For example:</p> <p>Student A touches the butterfly five times and the bee two times. His total score would be two.</p> <p>Student B touches all of the butterflies and never touches a bee. Her score would be zero. This means she followed the instructions and inhibited any response of touching the bee.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

## Executive Functioning

### Special Scoring Instructions - Inhibition

If a student **never touches** the screen, then select "Invalidate the Assessment."

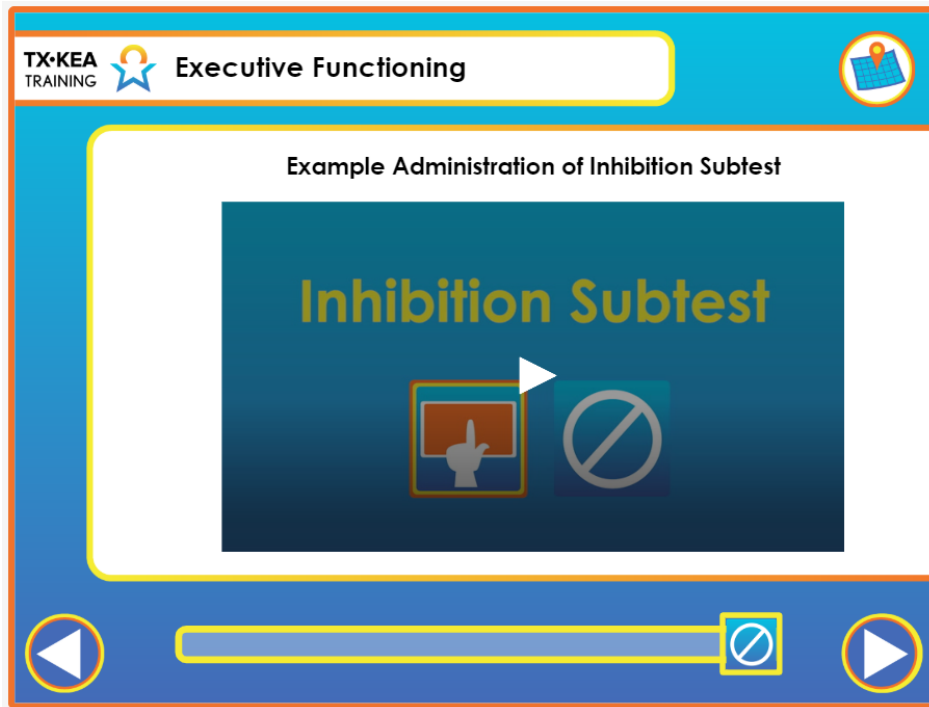
- Invalidate** the assessment because the students' **non-response would equal** a score of **zero**.
- You may encourage the student to try the Inhibition task at another time.





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	<b>Voiceover:</b>	<p>If a student does not participate and the allotted time concludes, then select "Invalidate the Assessment" on the Results Screen.</p> <p>The assessment should be invalidated because the student's non-response would equal a score of zero which is the same score as a student who touches the butterfly consistently and never touches the bee.</p> <p>Since the student will be instructed not to touch the bees. If the student touches the bees, the high score will reflect "high impulsivity." It is important to ensure the student is attentive and engaged throughout the administration of this task.</p> <p>This is the only measure in TX-KEA where a low score is desired.</p> <p>You may choose to try the Inhibition task at another time if the student does not respond initially. Let's take a look at a video clip of the Inhibition subtest being administered.</p>
	<b>Say:</b>	<p>None.</p>
	<b>Trainer Tip:</b>	<p>None.</p>
	<b>Handout:</b>	<p>None.</p>




	<b>Voiceover:</b>	None.
	<b>Say:</b>	“Let’s practice administering the Inhibition subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Inhibition subtest. Choose a partner and practice administering this sample subtest to each other.”
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.








**Executive Functioning**








**Attention Subtest**

- Attention assesses students' ability to **focus** their attention, stay **on task**, and quickly and accurately focus on **relevant features** of the image.
- Administration time = approximately 2 minutes
- Timed task = yes
- Item type = **student-selected** responses







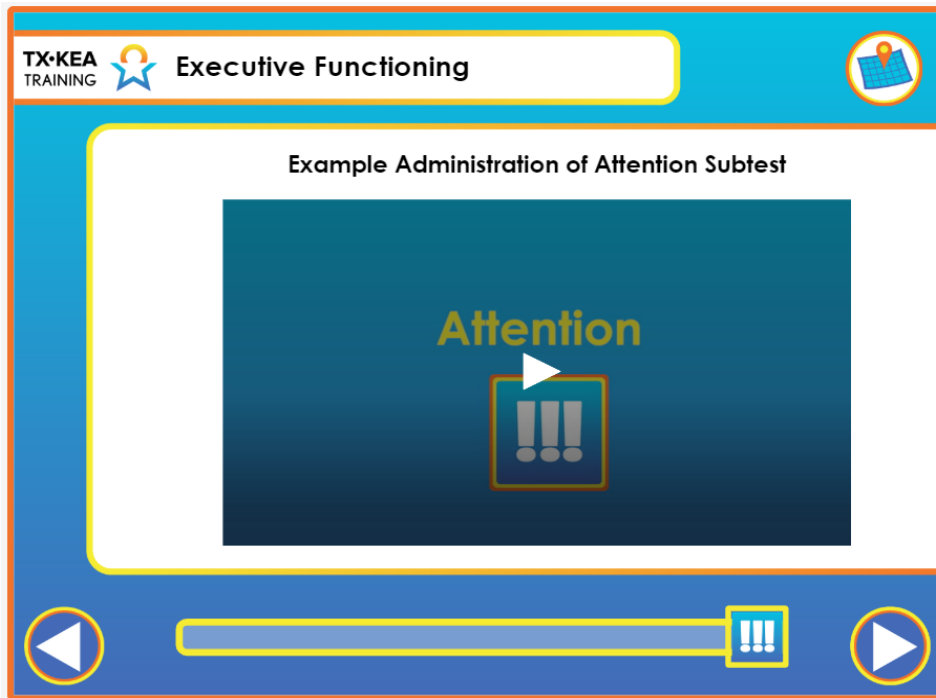
	<b>Voiceover:</b>	Attention assesses students' ability to focus their attention, stay on task, and quickly and accurately focus on relevant features of the image. It takes two minutes to administer this timed task. The items are student-selected responses. As a reminder, students should wear headphones.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.





**Executive Functioning**

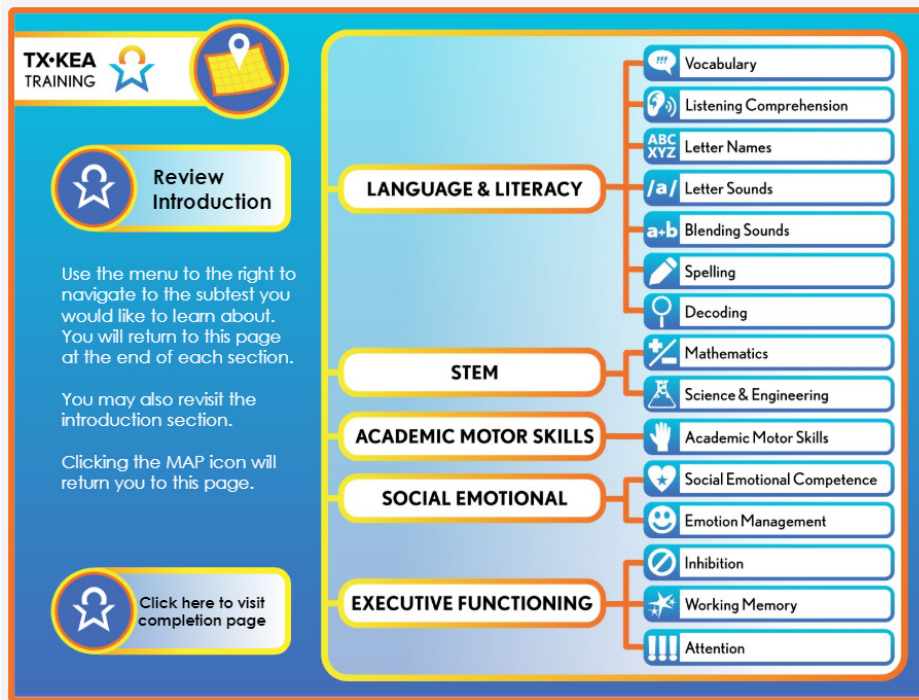
**How does TX-KEA assess attention?**





- Students are shown a **target image** of a flower at the top of the screen and 5 flowers along the bottom of the screen.
- Students **identify one** flower from the bottom of the screen that matches the target image at the top of the screen.
- Students have **2 minutes** to make as many correct matches as possible.

	<b>Voiceover:</b>	Students are shown a target image of a flower at the top of the screen and 5 flowers along the bottom of the screen. Then, students identify one flower from the bottom of the screen that matches the target image at the top of the screen. Students have 2 minutes to make as many correct matches as possible. Let's take a look at a video of the attention subtest being administered. You will notice that the student is given two example items as well as one practice item before the timed task begins.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



	<b>Voiceover:</b>	None.
	<b>Say:</b>	“Let’s practice administering the Attention subtest. Login to Engage and go to the Assessment Practice Area. Find the TX-KEA test and select a student that has not been administered the Attention subtest. Choose a partner and practice administering this sample subtest to each other.”
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.



	<b>Voiceover:</b>	None.
	<b>Say:</b>	“This is the course map page. From this page, you can revisit each subtest tab to learn administration information specific to the subtest.”
	<b>Trainer Tip:</b>	Revisit KWL Chart to review what participants have learned about administering TX-KEA.
	<b>Handout:</b>	None.

## List of Handouts Used in This Document

1. [Dos & Don'ts of Assessment Administration](#)
2. BOY Vocabulary Scoring Guidelines: [English](#) | [Spanish](#)
3. MOY Vocabulary Scoring Guidelines: [English](#) | [Spanish](#)
4. EOY Vocabulary Scoring Guidelines: [English](#) | [Spanish](#)
5. [MOY Letter Sounds 2 Expressive](#)
6. [EOY Letter Sounds 3 Expressive](#)
7. [Rating Scale Examples for Academic Motor Skills](#)
8. [Rating Scale Examples for Social Competence and Emotion Management](#)
9. Spelling Demonstration Item – [English](#) | [Spanish](#)
10. Letter Approximations for Spelling Subtest: [English](#) | [Spanish](#)
11. BOY Spelling Student Form: [English](#) | [Spanish](#)
12. BOY Teacher Script for Spelling Subtest: [English](#) | [Spanish](#)
13. BOY Scoring Guidelines for Spelling Subtest: [English](#) | [Spanish](#)
14. [Additional Scoring Guidelines](#)