



# TEXAS Kindergarten Entry Assessment



## USER GUIDE



The University of Texas  
Health Science Center at Houston

Updated 10.31.2017

# Table of Contents

About TX-KEA .....	2
Getting Ready .....	2
LANGUAGE DOMAIN .....	5
Vocabulary Subtest.....	5
Listening Comprehension Subtest .....	7
LITERACY DOMAIN .....	8
Letter Names Subtest .....	8
Letter Sounds Subtest.....	9
Blending Sounds Subtest.....	10
Spelling Subtest.....	11
STEM DOMAIN .....	13
Mathematics Subtest.....	13
Science & Engineering Subtest .....	15
EXECUTIVE FUNCTIONING DOMAIN .....	16
Inhibition Subtest .....	16
Working Memory Subtest .....	17
Attention Subtest .....	18
ACADEMIC MOTOR SKILLS DOMAIN.....	19
Academic Motor Skills Subtest.....	19
SOCIAL EMOTIONAL SKILLS DOMAIN .....	20
Social and Emotional Competence Subtest.....	20
Emotion Management Subtest .....	22
Language of Administration .....	23
Special Needs Populations.....	24
Accessing the TX-KEA Assessment on CLI Engage .....	28
Appendices .....	32

The contents of this report were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.(Authority: 20 U.S.C. 1221e-3 and 3474) [45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86297, Dec. 30, 1980]. Portions of the research reported here were supported by funded by the Institute of Education Sciences, U.S. Department of Education’s through grant R305A110549 to the University of Texas Health Science Center at Houston. The opinions expressed herein are those of the authors and do not represent views of the U.S. Department of Education.

# About TX-KEA

The Texas Kindergarten Entry Assessment System (TX-KEA) is a collaborative effort between the U.S. Department of Education, the Texas Education Agency, and the Children’s Learning Institute at the University of Texas Health Science Center at Houston.

TX-KEA is a screener that covers six major domains of school readiness. Its primary purpose is to screen what students know when they enter kindergarten and to help identify students in need of further diagnostic assessment. The screener also helps inform instruction by providing teachers with student scores in essential areas of school readiness.

For more information about the development and background of TX-KEA, please visit [texaskea.org](http://texaskea.org).

## TX-KEA DOMAINS AND SUBTESTS

### Language

- Vocabulary
- Listening Comprehension

### Literacy

- Letter Names
- Letter Sounds
- Blending Sounds
- Spelling

### STEM

- Mathematics
- Science and Engineering

### Executive Functioning

- Inhibition
- Working Memory
- Attention

### Social Emotional

- Social and Emotional Competence
- Emotion Management

### Academic Motor Skills

- Academic Motor Skills

# Getting Ready

## TESTING MATERIALS

### Devices for Administration

- Computer/laptop with Windows or Mac operating systems
- Tablet screen size must be larger than is an 8” x 5” (not recommended for use because of known audio issues)
- Headphones

### Other Materials

- Printed student forms, pencils, and erasers for Spelling subtest

## GENERAL TESTING GUIDELINES

- TX-KEA is intended to be administered by the classroom teacher.
- Note that students will vary in terms of their familiarity and comfort with assessments.
- Print the User Guide in advance. Keep it with you so that you can refer to each subtest section throughout administration.
- Be sufficiently familiar with the CLI 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 should complete a subtest in one sitting.
- Remember to be consistent and accurate when administering TX-KEA.

## ASSESSMENT WINDOW

The TX-KEA development team recommends an assessment window beginning in September and ending in October, but the assessment will be available beyond this recommended window on CLI Engage. Schools may slightly adjust this window based on their particular needs and schedules.

## 4 RESPONSE TYPES



### Student-Selected Response Items

How should the teacher and student situate themselves?

- You can sit side-by-side.
- You can sit adjacent to one other.

How do you administer?

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

How is it scored?

- Program scores each item.



### Teacher-Recorded Response Items

How should the teacher and student situate themselves?

- You can sit side-by-side.
- You can sit adjacent to each other.

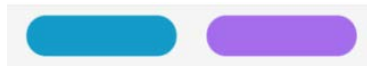
How do you administer?

- Student must wear headphones.

- Prompts will either be audio prompts given by the test or teacher prompts read from the screen.
- Have student listen to the audio prompt or your teacher prompt and verbalize their response.

How is it scored?

- Program scores each item.
- For some teacher-recorded response items, the teacher will indicate whether the student response was correct or incorrect by clicking a colored button.



- **Incorrect** student response = **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!”



### Teacher-Reported Behavior Checklists

How do you administer?

- Complete electronically in CLI Engage.
- Reflect on student’s typical interactions.
- Answer all questions.
- Only complete Checklists for 5 students or less in one sitting.

How is it scored?

- Program scores each checklist.



### Student-Written Response Items (Specific to Spelling Subtest)

How do you administer?

- Teacher will prompt students to write words.
- Students will write responses on a sheet of paper.

How is it scored?

- Teacher will score on CLI Engage.

## Subtest Administration Times

Domain	Subtest	Response Type(s)	Administration Time
Language	Vocabulary	Teacher-recorded	4 min.
	Listening Comprehension	Student-selected	5 min.
Literacy	Letter Names	Teacher-recorded (English items); Student-selected (Spanish items)	1 min.
	Letter Sounds	Student-selected	1–2 min.
	Blending Sounds	Student-selected	5 min.
	Spelling	Student-written	7–12 min
STEM	Mathematics-Part 1	Student-selected (Part 1)	4–5 min.
	Mathematics-Part 2	Teacher-recorded (Part 2)	
	Science & Engineering	Student-selected	5–7 min.
Social Emotional	Social Competence	Teacher-reported Behavior Checklist	2–3 min.
	Emotion Management	Teacher-reported Behavior Checklist	2–3 min.
Executive Function	Working Memory	Student-selected	2–3 min.
	Inhibition	Student-selected	2–3 min.
	Attention	Student-selected	2 min.
Academic Motor Skills	Academic Motor Skills	Teacher-reported Behavior Checklist	3 min.
Total assessment time, all subtests:			45–55 minutes

## LANGUAGE DOMAIN

### Vocabulary Subtest

Vocabulary is a foundational language skill that supports learning in all content domains. Knowing a student's vocabulary abilities helps teachers adjust their own vocabulary usage during instruction to levels that are most beneficial for individual students.

#### FEATURES OF THIS SUBTEST:



- Approximately 4 minutes in length
- Untimed
- Teacher-recorded responses
- Picture naming task

## DIRECTIONS:

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are not** worn by the student.
2. Silently review the general administration directions on the screen in black font.
3. A picture will appear for the student.
4. The prompt you will say to the student is shown on the screen in colored font. Read the entire prompt.
5. After the student provides a scorable verbal response, select the purple button for a correct response and blue button for an incorrect response.
6. Use the Vocabulary Scoring Guidelines for list of correct responses, which can be found in Appendix A.
7. The computer will score the response.

## ALLOWABLE QUERIES/PROMPTS FOR VOCABULARY SUBTEST

There may be occasions when a student provides a response that requires the teacher to follow-up with a query, or prompt, rather than immediately scoring the response. There are four follow-up queries that can be used. Each of these four prompts can only be used once per test item. If the same prompt would be needed a second time on a given item, then the prompt should not be repeated and the item should simply be scored as incorrect. More than one type of prompt can be used on the same test item if absolutely necessary, but this would be very rare. If the student's response to a prompt does not require an additional prompt (as will usually be the case), then score the student's response as correct or incorrect using the Vocabulary Scoresheet. Prompts should not be used to give students a second chance to get the answer right. Most initial responses can be immediately scored. Prompts should only be used under the following circumstances:

- If student responds in the wrong language:
  - "What's the English word?" or "¿Cual es la palabra en Español?"
- If student labels the wrong part of a picture:
  - "What is this (point)?" or "¿Que es esto (point)?"
- If student's response reflects a higher level of categorization (e.g., student responds "animal" for dog)
  - "What kind?" or "¿Que tipo?"
- If student's response reflects a lower level of categorization (e.g., student responds "golden retriever" for dog)
  - "Tell me another word." or "Dime otra palabra."

# Listening Comprehension Subtest

Listening comprehension is a foundational language skill that supports learning in all content areas. TX-KEA assesses the student's ability to understand verbal information and follow directions. Knowing your student's receptive language abilities will allow 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.

## FEATURES OF THIS SUBTEST:



- Approximately 5 minutes in length
- Untimed
- Student-selected responses
- Single-select items and multiple-select items

## DIRECTIONS:

Directions will be provided on the screen after the teacher enters the subtest

1. Headphones are worn by the student.
2. Silently review the administration directions on the screen.
3. The student is told what to do through the headphones.
4. Grayed pictures will appear on the screen while the computer provides auditory instructions.
5. Once the computer is finished providing auditory instructions, the pictures will change to color, which allows the student to select the picture(s) that best illustrates the sentence they just heard. Items are a combination of single-select (one answer) and multiple-select (more than one answer).

Note: Even though this is a self-guided test, teachers should watch students as they proceed to make sure they are waiting for pictures to change from grayscale to color before making selections.

## ALLOWABLE PROMPTS FOR LISTENING COMPREHENSION SUBTEST

- If the student does not respond by pointing to a picture(s) within 5 seconds:
  - “Go ahead. Point to the picture(s).”
- If the student points to a picture before it changes from grayscale to color:
  - “Wait until the computer is done talking.”
  - “Wait until all the pictures turn to color.”

Failure of the student to respond after an extended period of time will result in the item being scored as incorrect, and the program will advance to the next test item.



# LITERACY DOMAIN

## Letter Names Subtest

The Letter Names subtest assesses students' knowledge of the names associated with various letters of the alphabet. Letter names is one component of letter knowledge which is an excellent predictor of reading achievement.

### FEATURES OF THIS SUBTEST:



- Approximately 1 minute in length
- Untimed
- Teacher-recorded responses for English administration.
- Student-selected responses for Spanish administration.

### DIRECTIONS:

Directions will be provided on the screen after the teacher enters the subtest.

English:

1. Headphones **are not** worn by the student.
2. A letter will appear on the screen for the student.
3. The prompt you will say to the student is shown on the screen in colored font. Read the entire prompt.
4. The student responds verbally.
5. Score the student's verbal response by selecting the appropriate button on the screen. (Correct = purple button / Incorrect = blue button)

Spanish:

1. Headphones **are** worn by the student.
2. Four letters appear on the screen while the computer provides auditory instructions.
3. The student selects the best response.
4. The computer will score the response.

## ALLOWABLE PROMPTS FOR LETTER NAME SUBTEST

### Spanish Letter Names:

- If the student does not respond by pointing to a letter within 5 seconds:
  - “Señala la letra.”

### English Letter Names:

- For the English test of Letter names, allow 5 seconds for the student to respond before providing a prompt, “Go ahead. Take a guess. What letter is this?”. The student can be prompted only once during the test. If the student does not reply with the correct answer within 10 seconds after the one follow-up statement is provided, then the item is scored as incorrect.
  - If student responds with the letter sound instead of the letter 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?”
  - If Student responds with the Spanish name for the letter, e.g., Bay instead of Bee.
    - Examiner prompts, "Tell me the English name."
- 

## Letter Sounds Subtest

The Letter Sounds subtest assesses students’ knowledge of letter sounds. Letter knowledge at kindergarten entry is a strong predictor of literacy achievement.

### FEATURES OF THIS SUBTEST:



- Approximately 1-2 minutes in length
- Untimed
- Student-selected responses

## DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. Four letters appear on the screen for the student to view.
3. The computer provides auditory instructions about which letter to point to.
4. The student selects one of the letters.
5. The computer scores the student's response.

## ALLOWABLE PROMPTS FOR LETTER SOUNDS SUBTEST

- If the student does not respond within 10 seconds.
  - Prompt him or her to point to a letter. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided, then the item is scored as incorrect. Only use this prompt once during the subtest.
- If the student says "I don't know" or shrugs shoulders, and does not initiate touching the screen:
  - While sweeping pointed finger in a circular motion just above the screen, teacher says, "That's OK. Just go ahead and point to one. Point to the letter that makes (sound) ." or "Está bien. Solamente señala una. Señala la(s) letra(s) que hace(n) (sound)."
- If the student responds by touching multiple letters.
  - Teacher says, "Just point to one letter" or "Solo señala un letra." Teacher then scores the item as incorrect by selecting an incorrect letter on the screen. The computer will automatically advance to the next item.

---

# 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.

## FEATURES OF THIS SUBTEST:



- Approximately 5 minutes in length
- Untimed
- Student-selected responses

## DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones are worn by the student.
2. Three or four grayed images will appear on the screen, one at a time. The pictures are labeled by the computer as they appear.
3. The computer will provide a series of sounds, and ask student to point to the image of the blended word.
4. The grayed pictures will change to color, allowing the student to select the picture that illustrates the word formed by blending the sounds together.
5. The computer will score the response.

## ALLOWABLE PROMPTS FOR BLENDING SOUNDS SUBTEST

- If the student does not respond within 10 seconds:
  - Prompt him or her to point to a picture. If the student does not reply with the correct answer within 10 seconds, then the item is scored as incorrect. Only use this prompt once during the subtest.
- If the student responds by pointing to multiple images:
  - Teacher says, "Just point to one picture" or "Solo señala un dibujo." Teacher then scores the item as incorrect by selecting an incorrect image on the screen. The computer will automatically advance to the next item.
- If the student says the word but fails to point:
  - Teacher says, "Go ahead and put your finger on \_\_\_\_\_. " or "Pon tu dedo en \_\_\_\_\_."

---

## Spelling Subtest

The Spelling subtest assesses students' early spelling abilities, which is the ability to use sound-symbol relationships to write words. TX-KEA assesses spelling because it is highly related to later literacy achievement. Attempting to spell words requires students to apply multiple literacy skills simultaneously, such as alphabet knowledge and phonological awareness.

## FEATURES OF THIS SUBTEST:



- Approximately 7-10 minutes in length
- Untimed
- Student-written responses
- Can be administered individually or in small groups (approximately 5 students)

This subtest requires the following materials:

- Teacher Demonstration Video of a teacher modeling the spelling of a sample word – available on the direction page after launching the Spelling subtest for any student
  - Note: Alternatively, Spelling Model Cards have been included in Appendix section of this User Guide to allow the teacher to demonstrate the task if technology is unavailable. Use of the video is strongly recommended.
- Student Form – included in the Appendix section of this User Guide and at [www.cliengage.org](http://www.cliengage.org) (print 1 for each student)
- Teacher script with picture cards – included in the Appendix section of this User Guide (print 2-sided) and at [www.cliengage.org](http://www.cliengage.org)
- Scoring Guidelines – included in the Appendix section of this User Guide and at [www.cliengage.org](http://www.cliengage.org)
- Letter Approximations – included in the Appendix section of this User Guide and at [www.cliengage.org](http://www.cliengage.org)

## DIRECTIONS

Use the teacher script for administration instructions. The teacher script is located in the Appendix of this User Guide and also at [www.cliengage.org](http://www.cliengage.org).

## ALLOWABLE PROMPTS FOR SPELLING

### English:

- If the student does not put their pencil down, but they seem to be done spelling the word or have paused for ~10-15 seconds, then prompt: Are you done with that word? Allow student to respond. If they say no, then allow up to ~10-15 seconds before you stop them: Let's go on to the next word.
- If a student does not understand or says "I don't know," say: That's okay. Just write what you can and put the pencil down when you're done."
- If a student is scribbling but staying within the line, then allow them to "scribble/write" for ~10-15 seconds then stop them: Okay that's all the time we have for that word so put your pencil down.
- If a student seems to understand to write on the line, you do not need to remind them to write on the line after item 1, but if they are writing outside of the line repeat: Remember to write on the line.

### Spanish:

- Si el alumno no ha bajado su lápiz pero parece haber terminado de escribir o ha pausado por aproximadamente 10-15 segundos, diga: ¿Terminaste con esa palabra? Permita que el alumno responda. Si responde que no, entonces permítale continuar por aproximadamente 10-15 segundos más antes de dar por terminado el ítem diciendo: continuemos con la próxima palabra.
- Si el alumno no entiende o dice “Yo no sé” diga: está bien. Escribe lo que puedas y descansa el lápiz sobre la mesa cuando hayas terminado.
- Si el estudiante produce garabatos pero se queda dentro sobre la línea, permítale seguir “escribiendopor ~10-15 segundos. Luego dentengalo y diga: Muy bien. Ese es todo el tiempo que tenemos para esa palabra. Puedes bajar tu lápiz.
- Si el alumno parece entender como escribir sobre la línea, no tiene que hacerle recordatorios despues de la primera palabra, pero si no esta escribiendo sobre la línea repita: Recuerda escribir sobre la línea.

### SCORING SPELLING

Use Scoring Guidelines in the Appendix to score this subtest. Then, input these scores into the TX-KEA subtest on CLI Engage.

## STEM DOMAIN

### Mathematics Subtest

Students who have a strong foundation in mathematics in early childhood have a better trajectory for math achievement in their elementary school years. Informal and formal mathematics learning helps develop students’ ability to problem solve and use math in academic and everyday settings. Thus, the Mathematics subtest focuses on math skills related to numbers and counting, operations, patterning, and math in the real world.

#### FEATURES OF THIS SUBTEST:

The Mathematics subtest is divided into two parts. Teachers must complete both Math Part 1 and Math Part 2 to calculate the student's score for the Math subtest:

- Math Part 1 includes teacher-recorded items
- Math Part 2 includes student-recorded items



- Approximately 4-5 minutes in length
- Untimed
- Teacher-recorded and Student-selected responses

## DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. Silently review the administration directions on the screen.
3. The student is told what to do through the headphones.
4. For Math Part 1 (teacher-recorded items), score the student's verbal response by selecting an option on the screen.
  - a. Select which prompt(s) you used. See Allowable Prompts for more information.
5. For Math Part 2 (student-selected items), the student selects the best response and the computer scores the response.

## ALLOWABLE PROMPTS FOR MATHEMATICS SUBTEST

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

Allow 10 seconds for the student to respond before providing a prompt. The student can be prompted one time. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided once, then the item is scored as incorrect.

- If the student does not begin counting for the counting aloud item:
  - Prompt the student by saying, “1, 2, 3.”
- If the student counts the items without stating the cardinal value:
  - “How many are there?”

## SPECIAL SCORING INSTRUCTIONS FOR MATHEMATICS SUBTEST

The student's final answer to the cardinal value is always the response that you will score. The student's counting of the objects is not taken into consideration for scoring.

- Correct Responses:
  - The student correctly counts the items and correctly says the cardinal value.
    - Example: The student is shown 5 objects and counts aloud, “1, 2, 3, 4, 5.” The teacher will check for cardinality by asking the student, “How many are there?” If the student says “5”, it is recorded as a correct response.
  - The student incorrectly counts the items and correctly says the cardinal value.
    - Example: The student is shown 5 objects and counts aloud, “1, 2, 5, 6, 3.” The teacher will check for cardinality by asking, “How many are there?” If the student says “5”, it is recorded as a correct response since the student provided the correct cardinal value.
- 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 and states an incorrect cardinal value.
    - Example: The student is shown 5 objects and counts aloud, “1, 2, 3, 4, 5.” The teacher will check for cardinality by asking, “How many are there?” If the student says “6” or any other number than “5”, record this as an incorrect response.
- 

## Science & Engineering Subtest

The Science & Engineering subtest assesses knowledge of physical, life, and earth and space sciences as well as engineering applications of science. Teaching science and engineering capitalizes on students’ natural curiosities about the world and supports predictive thinking, casual reasoning, and reflection on systems and models.

### FEATURES OF THIS SUBTEST:



- Approximately 5-7 minutes in length
- Untimed
- Student-selected responses

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. The student is told what to do through the headphones.
3. Pictures will appear on the screen as the computer provides the verbal prompt.
4. The student will select the picture that best answers the question.
5. The computer will score the student’s response.

### ALLOWABLE PROMPTS FOR SCIENCE & ENGINEERING SUBTEST

Allow 10 seconds for the student to respond before providing the prompt. The student can be prompted one time for each item. If the student does not reply with the correct answer within 10 seconds after prompting once, then the item is scored as incorrect.

- If student does not respond after 10 seconds:
  - “It’s okay to guess.”



# EXECUTIVE FUNCTIONING DOMAIN

The Executive Functioning domain addresses the cognitive skills used by students to plan, problem solve, and follow classroom rules. We focus on three executive functioning skills – Inhibition, Working Memory, and Attention. These skills help students manage their own learning and behavior in the classroom.

## Inhibition Subtest

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.

### FEATURES OF THIS SUBTEST:



- Approximately 2-3 minutes in length
- Timed
- Student-selected responses

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. The student is told what to do through the headphones.
3. Pictures will appear on the screen as the computer provides the verbal prompt.
4. The student will attempt to only “catch” butterflies by touching the screen or clicking the mouse over the image when a butterfly appears on screen.
5. The computer will score the student's response.

### ALLOWABLE PROMPTS FOR INHIBITION SUBTEST

Allow 10 seconds for the student to respond before providing a prompt. The student can be prompted one time. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided once, then the item is scored as incorrect.

If student does not respond after 10 seconds, you can prompt student by saying, “It’s okay to guess.”

# Working Memory Subtest

Students are assessed on their ability to hold in memory 1 – 3 pieces of information in an increasingly complex setting. In this subtest, students recall where cars are parked in a garage. The number of cars and the number of parking spaces increases as the student progresses.

## FEATURES OF THIS SUBTEST:



- Approximately 2-3 minutes in length
- Untimed
- Student-selected responses

## DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. The student is told what to do through the headphones.
3. Pictures will appear on the screen as the computer provides the verbal prompt.
4. Students will recall and select the spot where a car was previously parked.
5. The computer will score the student's response.

## ALLOWABLE PROMPTS FOR WORKING MEMORY SUBTEST

Allow 10 seconds for the student to respond before providing a prompt. The student can be prompted one time. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided once, then the item is scored as incorrect.

- If student does not respond after 10 seconds, you can prompt student by saying, "It's okay to guess."

# Attention Subtest

Students are assessed on their ability to focus their attention, stay on task, as well as quickly and accurately focus on relevant features of the task. They are provided 2 minutes to make as many correct matches as possible between the target object, a flower, and 5 answer choices, other flowers.

## FEATURES OF THIS SUBTEST:



- Approximately 2-3 minutes in length
- Timed
- Student-selected responses

## DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. The student is told what to do through the headphones.
3. Pictures will appear on the screen as the computer provides the verbal prompt.
4. The student will attempt to match the flower in the top row to a flower in the bottom row from five response choices by touching the screen or clicking the mouse over a flower in the bottom row.
5. The computer will score the student's response.

## ALLOWABLE PROMPTS FOR ATTENTION SUBTEST

Allow 10 seconds for the student to respond before providing a prompt. The student can be prompted one time. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided once, then the item is scored as incorrect.

If student does not respond after 10 seconds, you can prompt student by saying, "It's okay to guess."

# ACADEMIC MOTOR SKILLS DOMAIN

## Academic Motor Skills Subtest

The Academic Motor subtest includes items that evaluate many of the motor skills required for successful completion of school activities. It is important to understand the Motor skills of students because they form the basis for the way young students learn. In fact, motor skills underlie aspects of cognitive development and social development.

### FEATURES OF THIS SUBTEST:



- Approximately 3 minutes in length
- Untimed
- Checklist

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Observe student's motor behaviors in the classroom and on the playground.
2. Select a rating for each item based on student's average observed behavior.
3. The computer will score the student's response.

### ALLOWABLE PROMPTS FOR MOTOR SUBTEST

None.

### SCORING ACADEMIC MOTOR SKILLS

Use Scoring Guidelines in the Appendix to assist with scoring this subtest. Input scores into the TX-KEA subtest on CLI Engage.

### SPECIAL SCORING INSTRUCTIONS FOR ACADEMIC MOTOR SUBTEST

Students are assessed using a checklist, which is completed by observing motor behaviors. Teachers will record whether the student's behavior is typical for his or her age, delayed, or if the teacher has not observed the behavior. While it is recognized that questionnaire data introduces some ambiguity (i.e., ensuring that teacher ratings are consistent across students, schools, and school districts), these types of scales can be an efficient means to collect data on large groups of students.

We recommend that you complete the checklist after students have adjusted to kindergarten and you have sufficiently observed students motor behaviors.

- "Not Observed" means that the teacher has not yet observed the student displaying the behavior.

- Given that TX-KEA was designed to be used by kindergarten teachers approximately 1 month after school entry, we do not anticipate the need for teachers to use the “Not Observed” anchor routinely. For instance, by the time TX-KEA is administered, we anticipate that teachers would be able to spend time with all students in their classroom participating in small group activities to observe multiple items (e.g., use of a 3-fingered pencil grip, name writing, ability to draw recognizable shapes). At the minimum, a child’s ability to appropriately use writing implements can be observed as the students complete the Spelling subtest. In addition, teachers can easily ask students to complete many of these activities (e.g., ability to use scissors, sorting activities, ability to trace letters, etc.) if these skills have not observed within a natural setting.
- “Delayed” means the student’s motor skill is behind the development of his or her peers.
  - The “Delayed” anchor should be used when the student’s skills are clearly outside of the norm. The “Delayed” rating should be utilized in cases where the student is clearly outside of the norm for kindergarten (e.g., bottom 10 percent of students in kindergarten). In terms of using a 3-fingered pencil grip, a student who receives a “Delayed” score would be one who is unable to maintain the tripod grip even after being provided with assistance. In terms of drawing recognizable shapes, a student who receives a “Delayed” score would have difficulty drawing any recognizable shapes.
- “Typical for age” means that the student’s motor skill is developmentally appropriate.
  - The “Typical for Age” rating anchor should be used for students who are able to complete activities suggested in the Academic Motor Skills category in a manner that is similar to most kindergarten aged students. In relation to examples included in questionnaire, students do NOT have to be able to complete all of the examples. For example, a student’s ability to draw recognizable shapes is evaluated in one of the items. Examples included in this item include the ability to draw a circle, square, smiley face, or stick figure. In order to receive an item score of “Typical for Age”, the student should be able to successfully draw some but not all of the suggested shapes/figures. As previously mentioned, a student who is unable to draw any recognizable shapes would receive a “Delayed” score on the item.

## SOCIAL EMOTIONAL SKILLS DOMAIN

### Social and Emotional Competence Subtest

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.

## FEATURES OF THIS SUBTEST:



- Approximately 3 minutes in length
- Untimed
- Checklist

### DIRECTIONS:

Directions will be provided on the screen after the teacher enters the subtest.

1. Observe student interacting with other students and teachers.
2. Select a rating for each item based on student's average observed behavior.
3. The computer will score the student's response.

## ALLOWABLE PROMPTS FOR SOCIAL & EMOTIONAL COMPETENCE SUBTEST

None.

## SCORING SOCIAL AND EMOTIONAL COMPETENCE

Use Scoring Guidelines in the Appendix to assist with scoring this subtest. Input scores into the TX-KEA subtest on CLI Engage.

## SPECIAL SCORING INSTRUCTIONS FOR SOCIAL & EMOTIONAL COMPETENCE SUBTEST

Students are assessed using a checklist, which is completed by observing students interacting with others. Teachers will record whether the student's behavior rarely occurs, sometimes occurs, or consistently occurs.

We recommend that you complete the checklist after students have adjusted to kindergarten and you have sufficiently observed students interacting with other students and teachers to best determine the student's social and emotional competence.

- "Rarely" means that the teacher may have observed the student displaying the behavior only a few times.
- "Sometimes" means the teacher has observed the student's behavior occurring from time to time since the beginning of the school year (more than a few times, but not regularly).
- "Consistently" means that the teacher has observed the student frequently displaying the behavior.

## EXAMPLES OF BEHAVIOR FOR SOCIAL & EMOTIONAL COMPETENCE SUBTEST ITEMS

<p>Appropriately asks for adult help when cannot resolve peer conflict (without tattling)?  Pide ayuda de un adulto de manera adecuada cuando no puede resolver conflictos con compañeros (sin acusar)?</p>	<p>0 Rarely Rara vez</p>	<p>1 Sometimes Ocasionalmente</p>	<p>2 Consistently Consistentemente</p>
<p>Feels and demonstrates pride for own accomplishments?  Siente y demuestra orgullo por sus propios logros?</p>	<p>0 Rarely Rara vez</p>	<p>1 Sometimes Ocasionalmente</p>	<p>2 Consistently Consistentemente</p>

## Emotion Management Subtest

The Emotion Management subtest focuses on students' ability to manage their emotions and respond appropriately to an emotional experience. They are evaluated on whether they can adapt to the demands of a classroom and school environment.

### FEATURES OF THIS SUBTEST:



- Approximately 2 minutes in length
- Untimed
- Checklist

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Observe student interacting with other students and teachers.
2. Select a rating for each item based on student's average observed behavior.
3. The computer will score the student's response.

### ALLOWABLE PROMPTS FOR EMOTION REGULATION SUBTEST

None.

## SPECIAL SCORING INSTRUCTIONS FOR EMOTION REGULATION SUBTEST

Students are assessed using a checklist, which is completed by observing students interacting with others. Teachers will record whether the student's behavior rarely occurs, sometimes occurs, or consistently occurs.

We recommend that you complete the checklist after students have adjusted to kindergarten and you have sufficiently observed students interacting with other students and teachers to best determine the student's emotion management.

- “Rarely” means that the teacher may have observed the student displaying the behavior a few times.
  - “Sometimes” means the teacher has observed the student's behavior occurring sometimes since the beginning of the school year.
  - “Consistently” means that the teacher has observed the student frequently displaying the behavior.
- 

## Language of Administration

The Spanish and English versions of TX-KEA have been evaluated to ensure its reliability and validity with Spanish speaking and English learner populations.

### SELECTING THE LANGUAGE OF ADMINISTRATION

The decision to assess Spanish-speaking English learners in Spanish, or in both English and Spanish, should follow the recommendations of the campus Language Proficiency Assessment Committee (LPAC). Decisions on the language of assessment for native English speakers who are participating in Spanish-English dual-language immersion programs is left to the discretion of program personnel.

### MEASURING LANGUAGE PROFICIENCY

TX-KEA has not been validated for use as a measure of language proficiency in either language.

### USING THE SPANISH OR ENGLISH TX-KEA TO GUIDE INSTRUCTION

When using TX-KEA results to guide instruction, you should assess students in the language of instruction to determine current levels and goals. You may choose to also assess in the alternate language if you can make use of the student's skills in that language.

### ASSESSING IN BOTH LANGUAGES

TX-KEA allows you the flexibility to assess students in one or both languages. Students can be assessed in both English and Spanish for individual subtests or for all sub-tests.

To help guide instructional planning, a teacher may wish to learn more about a student's performance in Spanish even if the student is receiving all English instruction. For example:



- It may be useful to know if a student has well developed phonological awareness skills in Spanish relative to his age. This information may indicate that the student has skills in place for developing phonological awareness in English.
- Alternatively, it may be useful to know if a student has limited phonological awareness skills in Spanish as this may indicate the need for further instruction in English and/or Spanish to support optimal phonological awareness growth. By assessing the student in both languages, the teacher can better plan instruction to extend strengths and support weaknesses.

## ASSESSING IN THE MOST PROFICIENT LANGUAGE

There may be instances when you find it helpful to administer specific subtests in a student's most proficient language.

- Example 1: Student A is a native Spanish speaker. His performance on the language subtests in English is very low. The teacher may find it helpful to administer the same subtest in Spanish to gather some additional information about his strengths and needs.
- Example 2: Student B is also a native Spanish speaker. Her performance on the self-regulation subtest administered in English is very low. The teacher may choose to assess self-regulation in Spanish to be sure low English proficiency is not being confused with poor self-regulation.

## LINGUISTIC ACCOMMODATIONS

Linguistic accommodations are those that reduce the English proficiency demands of the test without altering the construct the test is intended to measure.

- Time accommodations are built into TX-KEA since the language, literacy, and cognitive subtests of TX-KEA are not timed.
- An oral translation of the English TX-KEA **test instructions** can be provided to English learners who do not speak Spanish. The person providing the translation should be a fluent speaker of the student's language.
- Translation of **test items** and use of dictionaries are **not** appropriate linguistic accommodations for TX-KEA.

# Special Needs Populations

Multiple sources were used to determine the best recommendations to accommodate TX-KEA for use with students with disabilities. This included a review of the Texas Education Agency's published accommodations recommendations and federal sources that provide considerations for special needs accommodations. Feedback was collected from special educators, diagnosticians, and other district professionals, such as speech, occupational, and physical therapists. Based on feedback from these professionals, attempts were made to build an assessment system that could be used with a broad range of students with varying disabilities.

When making a determination about whether or not TX-KEA is appropriate for a student with a disability, consider the following factors:

- TX-KEA was NOT designed and should NOT be used to identify a student as having a disability.
- TX-KEA was not normed for students with special needs. This means that we do not have normative information about how students with a particular disability, such as Autism, would perform on these measures that could be used for comparison when evaluating the performance of a child with a disability.

## SHOULD I USE TX-KEA WITH A STUDENT WITH A DISABILITY?

- Students with disabilities have a wide range of skills and many students with mild forms of disabilities, such as a language delay, can easily complete many of the TX-KEA subtests with no, or minimal, accommodations.
- Understanding how a student with a disability scores in relation to typically developing peers can provide teachers with information that they can share with parents about the relative strengths and weaknesses of disabled students. For example, you may have a student with a language delay that scores within normal limits on the Math and Self-Regulation subtests, but struggle on subtests evaluating phonological awareness skills. This provides a wide range of information about this student's strengths and weaknesses.

## TEXAS EDUCATION AGENCY (TEA) ACCOMMODATIONS TO CONSIDER

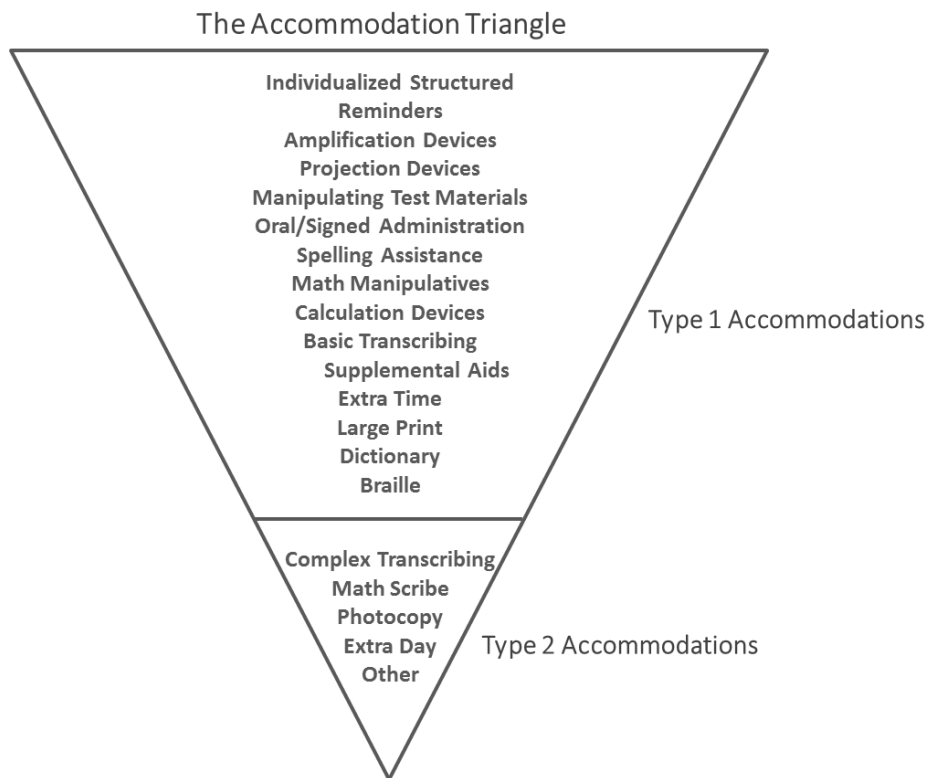
The TEA provides detailed information about the provision of accommodations when completing state assessments on their website. We reviewed the “2016 Accommodations for Students with Disabilities Taking State Assessments” document as well as others. Even though TX-KEA is not a mandated state assessment, guidelines provided by TEA should be used as a guide to determine the types of accommodations that can be made to TX-KEA.

Please see the 2016 Accommodations for Students with Disabilities Taking State Assessments section on the TEA website at <http://tea.texas.gov/student.assessment/accommodations/>.

TEA's has devised the below Accommodations Triangle that you can use to provide accommodations to special needs students when administering TX-KEA. The Accommodation Triangle can be found on the TEA website at

[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/Student\\_Assessment\\_Overview/Accommodation\\_Resources/2016\\_Accommodations\\_for\\_Students\\_with\\_Disabilities\\_Taking\\_State\\_Assessments/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Accommodation_Resources/2016_Accommodations_for_Students_with_Disabilities_Taking_State_Assessments/). TEA has a system for accommodation approval.

- Type 1 Accommodations are approved locally. This type of accommodation is available for students who meet specific eligibility criteria.
- Type 2 Accommodations are made by the appropriate team of people at the campus level, such as the Admission, Review, Dismissal (ARD) committee, the ARD committee in conjunction with LPAC, Section 504 placement committee, RTI team, or student assistance team. You can learn more about these accommodations by going to TEA's website:  
[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/Student\\_Assessment\\_Overview/Accommodation\\_Resources/2016\\_Accommodations\\_for\\_Students\\_with\\_Disabilities\\_Taking\\_State\\_Assessments/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Accommodation_Resources/2016_Accommodations_for_Students_with_Disabilities_Taking_State_Assessments/).



## ACCOMMODATIONS WITH TX-KEA

TX-KEA provides two classes of recommendations within the TEA model. 1) Low Risk and 2) High Risk

- **Low Risk Decision Rule:** Accommodations that DO NOT alter or change the wording, scoring criteria, or time limits imposed on certain TX-KEA subtests are considered low risk and easily approved and implemented by ARD or 504 committee. Many TEA accommodations are appropriate for TX-KEA subtests with low risk to the integrity of the assessment. Examples of Low Risk accommodations are provided below.
  - Example 1: Use of Individualized Structured Reminders to help a student pay attention, or get ready for the next item. This would be seen as conforming to acceptable test practices for all students.
  - Example 2: Use of amplification and projection devices with a range of students with visual or hearing deficits.
  - Example 3: Manipulation of test materials is considered low risk. Student Selected Response items can be answered by assistive technology products, such as alternative keyboards, electronic pointing devices, sip-and-puff systems, wands and sticks, joysticks, trackballs, and other tools.

- Other Low Risk Accommodations: Oral-Signed presentation of test items would also be acceptable. Math manipulatives are included in some of the easier TX-KEA counting and operation items and would be acceptable accommodations.
- **High Risk Decision Rule:** Accommodations that DO alter or change the wording, scoring criteria, or time limits imposed on certain TX-KEA subtests are considered high risk. High Risk accommodations may impact the validity and integrity of the assessment making interpretation more challenging. High risk accommodations may be helpful when using TX-KEA to evaluate a student's relative strengths and weaknesses rather than using the scores to relate performance to the norm group. These would not be norm-based, but may provide meaningful information for teachers and professionals for children's learning and educational planning.
  - Example 1: Providing extra time or an extra day for timed tests. If violated, the test isn't valid for its purpose.
  - Example 2: Manipulating or substituting words for vocabulary and comprehension tests. Accommodations that substantively change test items in any way should be avoided.
  - Example 3: Changing scoring criteria to accommodate student's response style. For example, when counting on the Math Screener, the item is scored based upon the cardinal value that is provided by the child. Changing the scoring criteria to give credit for students who are able to count objects correctly but do not understand the concept of cardinal value would be considered to be high risk and should be avoided.

## OTHER RECOMMENDATIONS & CONSIDERATIONS

While not technically an accommodation, it is hoped that good testing practices are utilized when teachers use TX-KEA in a classroom. Establishment of rapport with young students is critical for TX KEA assessments.

Students should not be penalized for words that are poorly articulated. Five year olds often struggle articulating words clearly. A good rule of thumb is that if two adults could easily determine what word the student said then the verbal response should be scored.

Teacher and administrators should make reasonable efforts to provide appropriate accommodations that will allow students with disabilities the opportunity to demonstrate their knowledge. The best judges of the appropriateness of the accommodations are the professional staff who has the most contact with the student with a disability. Creative accommodation approaches that allow students with disabilities to successfully complete TX KEA subtests but do not violate the content of the assessment would be welcomed by the authors of TX KEA. TEA Guidelines should be considered when attempting to determine appropriate accommodations.

# Accessing the TX-KEA Assessment on CLI Engage

The TX-KEA is available on the CLI Engage web-based platform. To access the TX-KEA, teachers, administrators, and district personnel will need to log in to [www.cliengage.org](http://www.cliengage.org) using a Google Account.

\*You must have completed the registration process.

Logging in to [www.cliengage.org](http://www.cliengage.org):

- You will need a desktop computer, laptop, or tablet with Internet access. The TX-KEA can be administered offline. Please find instructions for offline assessment on page 30, or view the how-to guide in the CLI Engage "Training and Support" section: <https://cliengage.org/public/training/>
- Open a new browser window and go to: [www.cliengage.org](http://www.cliengage.org).
- Click "Login" on the top right corner of the screen.
- On the next screen, select: "Sign In with your Google Account."
- Enter your Google username and password and click "Sign in."

## Google Account Set-up:

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

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

## CLI Engage Dashboard:

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

- Access assessments, including the TX-KEA
- Manage your student roster and classes (Administrative)
- Access to online professional development courses
- Access the CIRCLE Activity Collection
- Access collaborative tools

## To Access the TX-KEA:

1. Login to [www.cienage.org](http://www.cienage.org)
2. Click “Assessment” on the Dashboard.
3. Click the “TX-KEA” button.
4. On the “Class List” page, click on the name of the class that includes the students you wish to assess.
5. Next, you will see the “Student View” page. This page allows you to:
  - Choose to administer an assessment in English or Spanish
  - See the benchmark scores for students in a class
  - Launch an assessment, multiple assessments, or subtests
  - Assess offline
  - View class-level reports, including small group and parent reports

## Student View Page

The screenshot shows the 'STUDENT VIEW PAGE' interface. At the top, it displays the community/district (CLI TEST COMMUNITY, ADRIAN ISD), school (Test School 1), class (Example's Class1), and teacher (Example TestTeach1). Navigation buttons include 'Class View', 'Reports', 'View Groups', 'Click to Assess in Spanish', 'Offline Assessment', and 'Select wave'. A sidebar on the left contains 'Assessment' and 'Class Roster Management' sections. The main area shows a table of student scores across various measures. Annotations highlight key features: 'Hide/Display Measures' points to the sidebar; 'Assess students in Spanish' points to the 'Click to Assess in Spanish' button; 'Assess students offline' points to the 'Offline Assessment' button; 'CIRCLE Progress Monitoring measures and sub-tasks' points to the table headers; 'View Scores' points to the score cells, noting that scores are highlighted to reflect benchmark status (color key can be found to the left); 'Launch Assessment' and 'Exclude Assessment' point to buttons at the bottom right. A 'Key' and 'Child roster' annotation points to the sidebar's 'Child roster' section.

**STUDENT VIEW PAGE**

Community/District: CLI TEST COMMUNITY, ADRIAN ISD School: Test School 1 Class: Example's Class1 Teacher: Example TestTeach1

Navigation: <Class View Reports View Groups Click to Assess in Spanish Offline Assessment Select wave

Year: 15-16 Wave: 1

Annotations:

- Hide/Display Measures** (points to sidebar)
- Assess students in Spanish** (points to 'Click to Assess in Spanish' button)
- Assess students offline** (points to 'Offline Assessment' button)
- CIRCLE Progress Monitoring measures and sub-tasks** (points to table headers)
- View Scores** (points to score cells, note: Scores highlighted to reflect benchmark status (color key can be found to the left))
- Launch Assessment** (points to 'Launch Assessment' button)
- Exclude Assessment** (points to 'Exclude Assessment' button)
- Key** and **Child roster** (point to sidebar)

Student Name	Measure 1	Measure 2	Measure 3	Measure 4	Measure 5	Measure 6	Measure 7	Measure 8	Measure 9	Measure 10	Measure 11	Measure 12	Measure 13	Measure 14	Measure 15	Measure 16	Measure 17	Measure 18	Measure 19	Measure 20
1 Demo12 Demo																				
2 Dem St 16																				
3 Test Student1																				
4 Test Student2																				
5 Test Student3																				
6 Test Student4																				
7 Test Student5																				
8 Test Student6																				
9 Test Student7																				
10 Test Student8																				



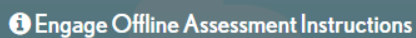
SUBMIT A HELP TICKET IF YOU NEED ASSISTANCE. A CLI staff member will contact you within 48 hours.

## ASSESSING OFFLINE

The offline assessment feature can be used to assess students when internet connection is not available at the time of administration, or if there is not a high-speed internet connection available. However, an internet connection is required for the initial setup, and to sync data back to CLI Engage after completing assessments.

To use offline assessment feature:

1. Login to CLI Engage and find the appropriate classroom in the CIRCLE Progress Monitoring System.
2. While on the Student View page, click on the Offline Assessment button:
3. Create a 6-10 character **Personal Pin** with at least one number and upper case letter and then click OK. *Note: this Pin should **NOT** be your CLI Engage login password.*
4. The data for the Offline Assessment will automatically begin to download. Click **OK** on the popup 'Resource download is complete.'
5. **Bookmark** the Offline Assessment page (<https://assessment.cliengage.org/Offline>) in your internet browser.
6. Click this button to download a step-by-step how-to guide for the offline assessment feature:

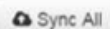


When you are ready to test offline:

1. Click on the browser **Bookmark**.
2. Type your personal **Pin Code** into the box and then click **Unlock**.
3. Assess students as needed while offline.

When you are done testing offline and have an internet connection again:

1. The sync buttons will become active (not greyed out). Click the button to sync offline data for all students at once, or the individual sync icon next to specific students to sync one at a time:



2. You will be prompted to Log In again to CLI Engage. Click **OK**.
3. Once you have logged in, the data will automatically sync.

## EXCLUDING AND HIDING MEASURES

The green button indicated in the screenshot on the previous page is used to “exclude” a student OR the entire class from a specific measure or sub-task. The completion report takes this exclusion into account when tabulating completion rates. For example, in a class of 10 students, if 2 are excluded and the remaining 8 are tested, the completion report will indicate 100%. If the students are not formally excluded using this feature, the report would indicate an 80% completion rate. Anyone with access to a class can exclude measures.

The “Hide/Display” button hides a measure from view for navigational purposes only. Hiding a measure does not affect data or reporting. You can hide measures with and without scores. For example, a user may hide a measure that has already been assessed to limit the amount of scrolling needed to find the measures for the next assessment session.

Hiding is set by each user, and the system remembers the user’s preference; therefore no user can hide measures for another user.

## MANAGING CLASS ROSTERS


When on the Student View page if you notice that a student on your roster has dropped or is missing, click on the ‘Class Roster Management’ tab from the top left navigation bar.

Type your School Name into the search box and then select your class from the Class drop down and click the Search button.

### **To Drop a Student:**

- Locate the dropped student in the Student list
- On the student’s row change the Status box from Active to Inactive
- Click Submit

### **To Add a Student:**

-  New Student icon under the Action column next to the last student in the roster list
- Complete all \* Required fields for the new student row
- Click Submit



















Note: The Class Roster Management tab can also be accessed through the Administrative button on your Dashboard.



# Appendices

# Texas Kindergarten Entry Assessment

## Vocabulary Scoring Guidelines: English

Picture	Prompt	Acceptable Responses	Picture	Prompt	Acceptable Responses
	What is this?	paint; painting		What is this?	tent
	What is this?	slide		What is this?	vacuum
	What is this?	spider web; web		What is this?	knee; knees
	What is this?	drums; drumset		What are these?	nut; nuts; seeds
	What is this?	basket		What is this?	telescope
	What is this?	fireman; firefighter		What is this?	fish hook; hook
	What are these?	gloves		What is this?	turkey
	What are these?	footprints; footprint; footprints		What is this?	lobster; crayfish; crawfish
	What is this?	lamp		What is this?	stop light; traffic light; traffic signal; signal

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".

### Additional Prompts:

If student responds in the wrong language:

- "What's the English word?"

If student labels the wrong part of a picture:

- "What is this (point)?"

If student's response reflects a higher level of categorization (e.g., student responds "animal" for dog)

















- "What kind?"

If student's response reflects a lower level of categorization (e.g., student responds "golden retriever" for dog)

- "Tell me another word."

# Texas Kindergarten Entry Assessment

## Vocabulary Scoring Guidelines: Spanish

Picture	Prompt	Acceptable Responses	Picture	Prompt	Acceptable Responses
	¿Qué son estos?	globo; globos; bomba; bombas; chimbomba; chimbombas; vejiga; vejigas		¿Qué es esto?	martillo
	¿Qué son estos?	tijeras		¿Qué es esto?	ardilla
	¿Qué es esto?	cabeza; cara		¿Qué son esto?	cortinas
	¿Qué es esto?	oso; osomarro; osito		¿Qué es esto?	hormiga
	¿Qué es esto?	león		¿Qué es esto?	tambor; batería
	¿Qué color es este?	verde		¿Qué figura es esta?	rectángulo
	¿Qué es esto?	tomate;		¿Qué es esto?	gusano; lombriz
	¿Qué es esto?	planta; mata; matas		¿Qué figura es esta?	rombo, diamante

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".

### Additional Prompts:

If student responds in the wrong language:

- "¿Cual es la palabra en Español?"

If student labels the wrong part of a picture:

- "¿Que es esto (point)?"

If student's response reflects a higher level of categorization (e.g., student responds "animal" for dog)

- "¿Que tipo?"

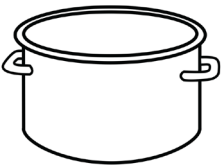
If student's response reflects a lower level of categorization (e.g., student responds "golden retriever" for dog)

- "Dime otra palabra."

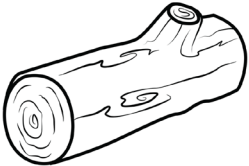
Name \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Teacher Script for Spelling Subtest - English

HAT



1. Say: **"It is your turn to spell some words. I am going to say a word and show you a picture of the word. Then you will write the word on the line."** [point to the first image and line. Pass out student forms.] Say: **Put your finger on the picture of the HAT.** [Point to the line for the word "hat".] Say: **The word is HAT. Do the best you can to write the sounds you hear in HAT.**

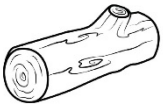
- If a student does not understand or says "I don't know," say: **That's okay. Just write what you can and put the pencil down when you're done.**
- If a student is scribbling but staying within the line, then allow them to "scribble/write" for 5-10 seconds then say: **Okay that's all the time we have for that word so put your pencil down.**
- If a student understands to write on the line, you do not need to remind them to write on the line after item 1, but if they are writing outside of the line repeat: **Remember to write on the line.**
- If the student seems to be finished spelling the word or have paused for several seconds, then prompt: **Are you done with that word?** Allow student to respond. If they say no, then allow up to 15 seconds before you stop them: **Let's go on to the next word.**

POT



2. Say: **Put your finger on POT. The word is POT. Do the best you can to write the sounds you hear in POT.**

LOG



3. Say: **Put your finger on LOG. The word is LOG. Do the best you can to write the sounds you hear in LOG.**

FIN

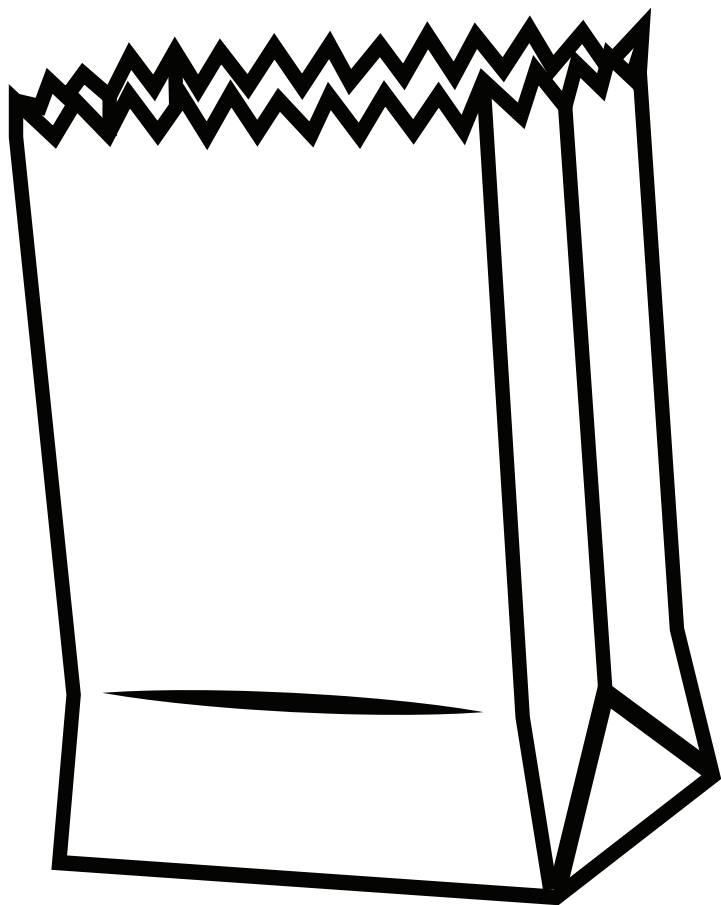


4. Say: **Put your finger on FIN. The word is FIN. Do the best you can to write the sounds you hear in FIN.**

RUN



5. Say: **Put your finger on RUN. The word is RUN. Do the best you can to write the sounds you hear in RUN.**



---

*Demonstration item* - Examiner models writing a word and discusses how they write all the sounds they can hear using this exact script.

- Examiner says: **“Now I want you to spell some words. Each time I will say a word and show you a picture of it. Watch. I will go first. [Hold up model item paper. English – bag] The word is ‘bag’ and this is a picture of a paper bag.”**
- **“I am going to say the word slowly so I can try to write a letter for each sound in the word. Listen ‘b– ag’. The first sound I hear is /b/ so I will write a letter ‘b’ on the line next to the picture.”** Write ‘b’ lowercase.
- Examiner continues: **“What’s the next sound I hear in the word bag? ‘b – aaaa – g’. Next I hear the letter ‘a’ sound so I will write I like this.”** Write ‘a’ lowercase.
- Examiner continues: **“What’s the next sound I hear in bag? ‘ba – g’. Last I hear the letter ‘g’ sound so I will write that.”** Write lowercase ‘g.’
- Transition: **“Now I have spelled the word bag. It’s your turn now. I want you to spell some other words.”**

## **MODEL. bag**

## Scoring Guidelines for TX-KEA Spelling Subtest

Students are scored as follows:

1. HAT: Mark all of the letters which were written for the word HAT. Mark all that apply.
  - a. 1 point – The first letter of the word is a recognizable H/h or reversal.
  - b. 1 point – The second letter of the word is a recognizable A/a or reversal.
  - c. 1 point – The third letter of the word is a recognizable T/t or reversal.
  - d. 0 points – No acceptable letters written in correct order.
2. POT: Mark all of the letters which were written for the word POT. Mark all that apply.
  - a. 1 point – The first letter of the word is a recognizable P/p or reversal.
  - b. 1 point – The second letter of the word is a recognizable O/o.
  - c. 1 point – The third letter of the word is a recognizable T/t or reversal.
  - d. 0 points – No acceptable letters written in correct order.
3. LOG: Mark all of the letters which were written for the word LOG. Mark all that apply.
  - a. 1 point – The first letter of the word is a recognizable L/l or reversal.
  - b. 1 point – The second letter of the word is a recognizable O/o.
  - c. 1 point – The third letter of the word is a recognizable G/g or reversal.
  - d. 0 points – No acceptable letters written in correct order.
4. FIN: Mark all of the letters which were written for the word FIN. Mark all that apply.
  - a. 1 point – The first letter of the word is a recognizable F/f or reversal.
  - b. 1 point – The second letter of the word is a recognizable I/i.
  - c. 1 point – The third letter of the word is a recognizable N/n or reversal.
  - d. 0 points – No acceptable letters written in correct order.
5. RUN: Mark all of the letters which were written for the word RUN. Mark all that apply.
  - a. 1 point – The first letter of the word is a recognizable R/r or reversal.
  - b. 1 point – The second letter of the word is a recognizable U/u or reversal.
  - c. 1 point – The third letter of the word is a recognizable N/n or reversal.
  - d. 0 points – No acceptable letters written in correct order.

### Additional Scoring Guidelines:

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 produces HAAT for the word “HAT” you only award two points for the correct first and second letter.
  - Or if a child produces a mirror image TAH 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 produces HET for the “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 produces HT 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 produces HATT for the word “HAT” you award all three points for the correct first, second, and third letter.

Note: See the Recognizable Letter Appendix for samples of accepted letters and reversals for each word.

# Letter Approximations for TX-KEA Spelling - English

	h H h #	n	a a a d A a d a d A a d a d	o	t T + x + +	u
	p P p	q	o o o o		t T + x + +	u
	L l	j	o o o o		g G g g g g	v w
	F f f F	z	i I i i		n N n n N h h N n h h	v w
	r R r R r r r r R r r	s t	u u u u	u	n N n n N h h N n h h	v w



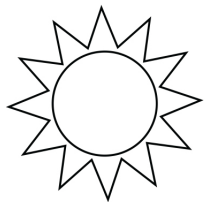
## **Additional Scoring Guidelines for TX-KEA Spelling Subtest**

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 produces HAAT for the word “HAT” you only award two points for the correct first and second letter.
  - Or if a child produces a mirror image TAH 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 produces HET for the “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 produces HT 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 produces HATT for the word “HAT” you award all three points for the correct first, second and third letter.

Note: See the **Recognizable Letter Appendix** for samples of accepted letters and reversals for each word.

Name \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



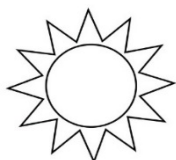
\_\_\_\_\_



\_\_\_\_\_

## Teacher Script for Spelling Subtest - Spanish

SOL



1. Diga: **Ahora tú vas a escribir algunas palabras. Te voy a decir una palabra y luego te enseñaré un dibujo de la palabra. Luego tú vas a escribir la palabra sobre la línea.** [Señale la primera imagen y la primera línea. Distribuya las hojas de los estudiantes] Diga: **Coloca tu dedo sobre el dibujo del “sol. La palabra es SOL. Haz tu mejor esfuerzo al escribir los sonidos que escuchas en la palabra SOL.**

- Si el alumno no entiende o dice “Yo no sé” diga: **está bien. Escribe lo que puedas y descansa el lápiz sobre la mesa cuando hayas terminado.**
- Si el estudiante produce garabatos, pero se queda sobre la línea, permítale seguir “escribiendo por 5-10 segundos. Luego diga: **Muy bien. Ese es todo el tiempo que tenemos para esa palabra. Puedes bajar tu lápiz.**
- Si el alumno parece entender cómo escribir sobre la línea, no tiene que hacerle recordatorios después de la primera palabra, pero si no está escribiendo sobre la línea repita: **Recuerda escribir sobre la línea.**
- Si el alumno parece haber terminado de escribir o ha pausado por varios segundos, diga: **¿Terminaste con esa palabra?** Permita que el alumno responda. Si responde que no, entonces permítale continuar por aproximadamente 15 segundos más antes de dar por terminado el ítem diciendo: **continuemos con la próxima palabra.**

RATA



2. Diga: **Coloca tu dedo sobre la “rata”. La palabra es RATA. Haz tu mejor esfuerzo al escribir los sonidos que escuchas en RATA.**

LUNA



3. Diga: **Coloca tu dedo sobre la “luna”. La palabra es LUNA. Haz tu mejor esfuerzo al escribir los sonidos que escuchas en la palabra LUNA.**

PELO

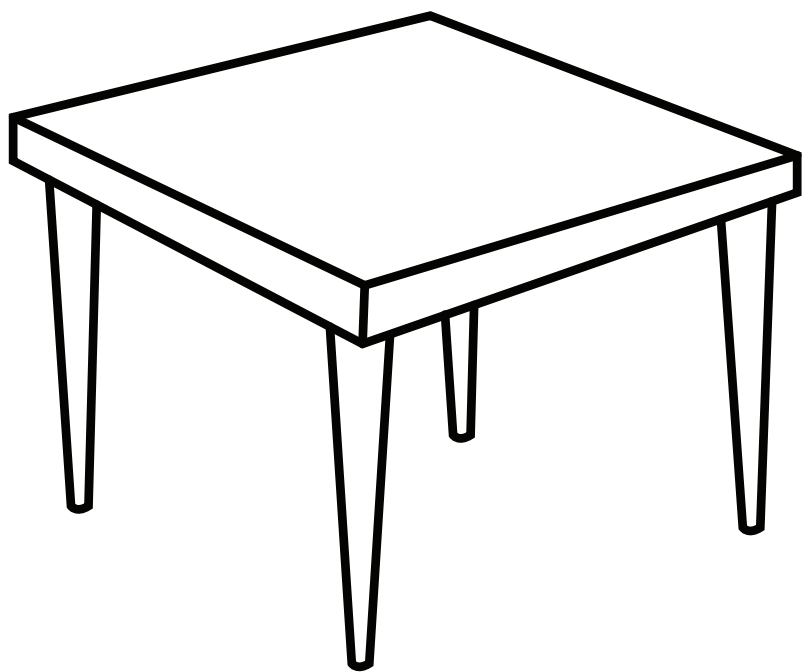


4. Diga: **Coloca tu dedo sobre “pelo”. La palabra es PELO. Haz tu mejor esfuerzo al escribir los sonidos que escuchas en la palabra PELO.**

NIDO



5. Diga: **Coloca tu dedo sobre el “nido”. La palabra es NIDO. Haz tu mejor esfuerzo al escribir los sonidos que escuchas en la palabra NIDO.**



- **Voy a mostrar cómo deletrear la palabra mesa.**
- [Muestre la tarjeta con el ítem modelo. Español – mesa] **Diga: éste es un dibujo de una mesa.**
- **Voy a decir la palabra lentamente para poder escribir una letra por cada uno de los sonidos que escucho en la palabra. Escucha m–esa. El primer sonido que escucho es /m/ ahora lo voy a escribir en la línea. Escriba ‘m’ minúscula.**
- El examinador continua: **¿Cuál es el próximo sonido que escucho en mesa? m – eeee – sa. Escucho el sonido /e/ ahora lo escribiré así.** Escriba ‘e’ minúscula.
- El examinador continua: **¿Cuál es el próximo sonido que escucho en mesa? me – sssss – a. Escucho el sonido /s/ ahora lo escribiré así.** Escriba ‘s’ minúscula.
- El examinador continua: **¿Cuál es el próximo sonido que escucho en mesa? me –s -aaaa. Escucho el sonido /a/ ahora lo escribiré así.** Escriba ‘a’ minúscula.
- Transición: **Diga: ya terminé de escribir la palabra mesa. Ahora tú vas a escribir algunas palabras.**
  - Return to regular instructions as you administer the spelling items.

## **MODEL. mesa**



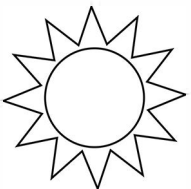


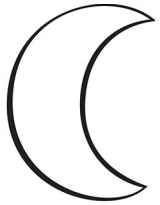

## Scoring Guidelines for TX-KEA Spelling Subtest - Spanish

Students are scored as follows:

1. **SOL**: Marque todas las letras que fueron escritas para la palabra SOL. Marque todas las opciones pertinentes.
  - a. **1 punto** – La primera letra de la palabra es reconocible como S/s o su reverso.
  - b. **1 punto** – La segunda letra de la palabra es reconocible como O/o.
  - c. **1 punto** – La tercera letra de la palabra es reconocible como L/l o su reverso.
  - d. **0 puntos** – Ninguna letra aceptable escrita en el orden correcto.
2. **RATA**: Marque todas las letras que fueron escritas para la palabra RATA. Marque todas las opciones pertinentes.
  - a. **1 punto** – La primera letra de la palabra es reconocible como R/r/RR/rr o su reverso.
  - b. **1 punto** – La segunda letra de la palabra es reconocible como A/a o su reverso.
  - c. **1 punto** – La tercera letra de la palabra es reconocible como T/t o su reverso.
  - d. **1 punto** – La cuarta letra de la palabra es reconocible como A/a o su reverso.
  - e. **0 puntos** – Ninguna letra aceptable escrita en el orden correcto.
3. **LUNA**: Marque todas las letras que fueron escritas para la palabra LUNA. Marque todas las opciones pertinentes.
  - a. **1 punto** – La primera letra de la palabra es reconocible como L/l o su reverso.
  - b. **1 punto** – La segunda letra de la palabra es reconocible como U/u o su reverso.
  - c. **1 punto** – La tercera letra de la palabra es reconocible como N/n o su reverso.
  - d. **1 punto** – La cuarta letra de la palabra es reconocible como A/a o su reverso.
  - e. **0 puntos** – Ninguna letra aceptable escrita en el orden correcto.
4. **PELO**: Marque todas las letras que fueron escritas para la palabra PELO. Marque todas las opciones pertinentes.
  - a. **1 punto** – La primera letra de la palabra es reconocible como P/p o su reverso.
  - b. **1 punto** – La segunda letra de la palabra es reconocible como E/e o su reverso.
  - c. **1 punto** – La tercera letra de la palabra es reconocible como L/l o su reverso.
  - d. **1 punto** – La cuarta letra de la palabra es reconocible como O/o.
  - e. **0 puntos** – Ninguna letra aceptable escrita en el orden correcto.
5. **NIDO**: Marque todas las letras que fueron escritas para la palabra NIDO. Marque todas las opciones pertinentes.
  - a. **1 punto** – La primera letra de la palabra es reconocible como N/n o su reverso.
  - b. **1 punto** – La segunda letra de la palabra es reconocible como I/i.
  - c. **1 punto** – La tercera letra de la palabra es reconocible como D/d o su reverso.
  - d. **1 punto** – La cuarta letra de la palabra es reconocible como O/o.
  - e. **0 puntos** – Ninguna letra aceptable escrita en el orden correcto.



# Letter Approximations for TX-KEA Spelling -Spanish

 <p>SS S S</p>	<p>?</p>	<p>O O O O</p>	<p>L I   J</p>
 <p>r R r R V r r r r r r R r r r</p>	<p>a a a d A a d a d A a a d</p>	<p>t T t x t T</p>	<p>a a a d A a d a d A a a d</p>
 <p>p P p</p>	<p>e e e E p p p F F F L e</p>	<p>L I   J</p>	<p>O O O O</p>
 <p>L I   J</p>	<p>U u U u U</p>	<p>n N n N N h h N n h</p>	<p>a a a d A a d a d A a a d</p>
 <p>n N n N N h h N n h</p>	<p>i I p l i</p>	<p>d D d d d d</p>	<p>O O O O</p>



## **Additional Scoring Guidelines for TX-KEA 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 produces HAAT for the word “HAT” you only award two points for the correct first and second letter.
  - Or if a child produces a mirror image TAH 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 produces HET for the “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 produces HT 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 produces HATT for the word “HAT” you award all three points for the correct first, second and third letter.

Note: See the **Recognizable Letter Appendix** for samples of accepted letters and reversals for each word.

## Rating Scale Examples for Academic Motor Skills

The Academic Motor Skills questionnaire includes activities important during elementary school years. The Academic Motor Skills Questionnaire includes 3 anchors (i.e., *Typical for Age*, *Delayed*, and *Not Observed*). This document will provide teachers with some guidance surrounding the anchors for the Academic Motor Skills subtest.

- **Not Observed:** Given that TX-KEA was designed to be used by kindergarten teachers approximately 1 month after school entry, we do not anticipate the need for teachers to use the “Not Observed” anchor routinely. For instance, by the time TX-KEA is administered, we anticipate that teachers would be able to spend time with all students in their classroom participating in small group activities to observe multiple items (e.g., use of a 3-fingered pencil grip, name writing, ability to draw recognizable shapes). At the minimum, a child’s ability to appropriately use writing implements can be observed as the students complete the Written Spelling subtest. In addition, teachers can easily ask students to complete many of these activities (e.g., ability to use scissors, sorting activities, ability to trace letters, etc.) if these skills have not observed within a natural setting.
- **Delayed:** The “Delayed” anchor should be used when the student’s skills are clearly outside of the norm. The “Delayed” rating should be utilized in cases where the student is clearly outside of the norm for kindergarten (e.g., bottom 10 percent of students in kindergarten). In terms of using a 3-fingered pencil grip, a student who receives a “Delayed” score would be one who is unable to maintain the tripod grip even after being provided with assistance. In terms of drawing recognizable shapes, a student who receives a “Delayed” score would have difficulty drawing any recognizable shapes.
- **Typical for Age:** The “Typical for Age” rating anchor should be used for students who are able to complete activities suggested in the Academic Motor Skills category in a manner that is similar to most kindergarten aged students. In relation to examples included in questionnaire, students do NOT have to be able to complete all of the examples. For example, a student’s ability to draw recognizable shapes is evaluated in one of the items. Examples included in this item include the ability to draw a circle, square, smiley face, or stick figure. In order to receive an item score of “Typical for Age”, the student should be able to successfully draw some but not all of the suggested shapes/figures. As previously mentioned, a student who is unable to draw any recognizable shapes would receive a “Delayed” score on the item.

While it is recognized that questionnaire data introduces some ambiguity (i.e., ensuring that teacher ratings are consistent across students, schools, and school districts), these types of scales can be an efficient means to collect data on large groups of students in an efficient manner.

## **Example 1 (Fine Motor from the Academic Motor Skills Survey)**

The child is able to use scissors to cut a reasonably straight line and cut out simple shapes (e.g., circle, square).

- ☐ Typical for Age
- ☐ Delayed
- ☐ Not Observed

Typical-The child is able to hold/use scissors reasonably well. By 5 years of age, children typically hold scissors with their dominant hand and the thumb facing up. The child can cut out a reasonable straight line consistently. Cutting shapes simple shapes (e.g., a circle) is typically accomplished by kindergarten. Children progress in terms of their ability to cut out more complex shapes as they move through the early grades. Most children will use their non-dominant hand to hold the object they are attempting to cut.

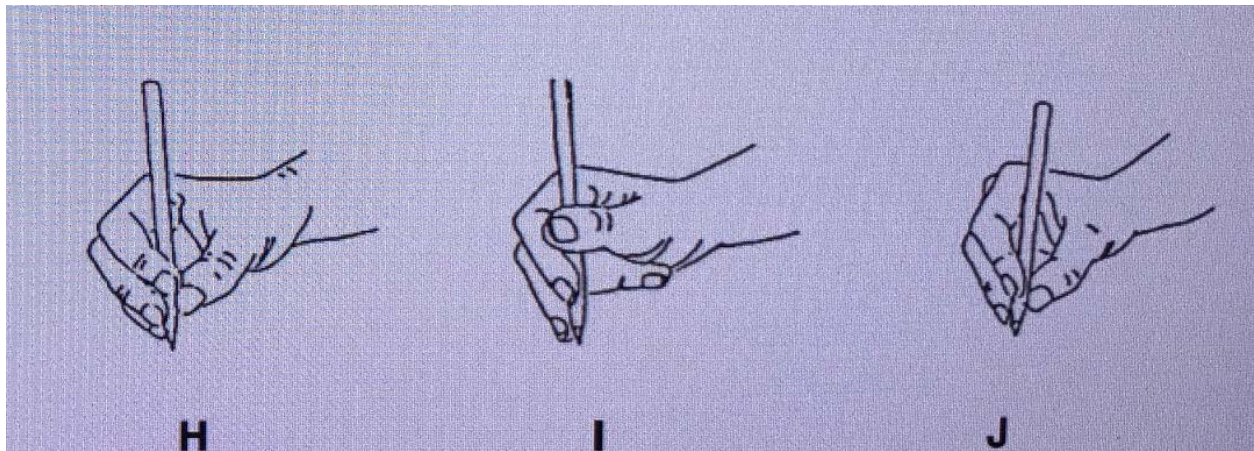
Delayed- Children with delayed skills in this area are like to hold scissors inappropriately (using two hands), unable to coordinate the use of the non-dominant hand to hold the object being cut, and might use two hands to attempt to manipulate the scissors. Children with Delays in this area are unlikely to be able to cut straight lines and rarely be successful when attempting to cut out simple shapes (e.g., circles) or more complex shapes (e.g., triangles or squares).

## Example 2 (Visual Motor Integration Item from the Academic Motor Skills Survey)

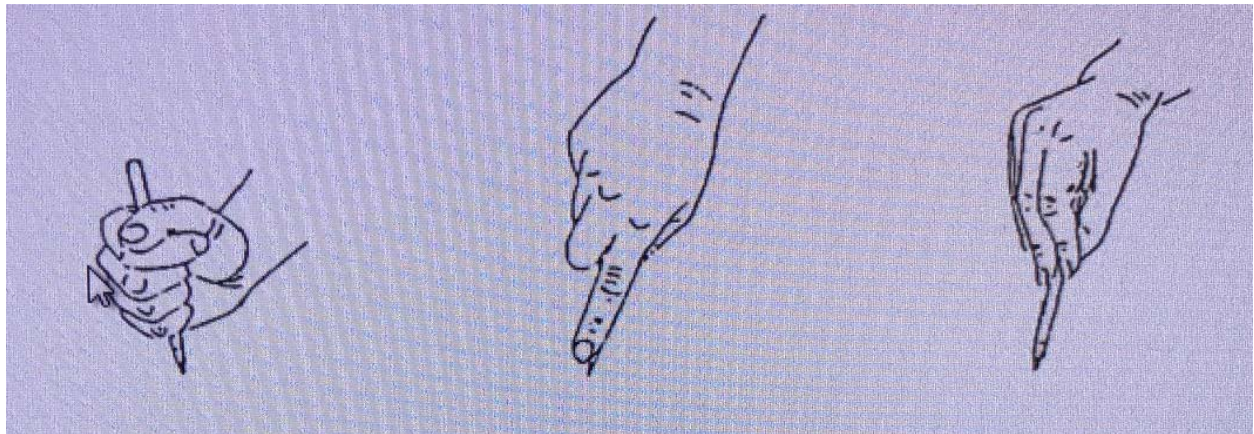
The child uses a 3-fingered pencil grip (tripod grasp) to write, draw, or color.

- ☐ Typical for Age
- ☐ Delayed
- ☐ Not Observed

Here are some examples of pencil grips that would be considered to be mature.



Here are some examples of pencil grips that would be considered to be immature.



Teachers should rate Typical for Age if the child routinely uses one of the mature pencil grips. The child may occasionally revert to an immature (e.g., full fisted pencil grip) when working with certain writing implements. For instance, a child may use a mature grasp when writing in his journal but revert to a full-fisted grip when he is standing at an easel board painting. Teachers should feel free to rate “Typical for Age” even if they occasionally have to remind a child of how to hold their pencil when writing in during a small-group activity. Teachers should rate “Delayed” if the child always or routinely uses one of the immature pencil grips.



## Rating Scale Examples for Social Competence and Emotion Management

*The following examples are provided to assist you in selecting ratings for the Social Competence and Emotional Management subtests.*

**Example 1:** Teacher is providing a rating for “Appropriately asks for adult help when cannot resolve peer conflict (without tattling).”

- A rating of “**Rarely**” would be applied to a student who does not take the initiative to solve a conflict, but immediately turns to an adult for help. It could also apply to a student who may attempt to solve the conflict but as soon as his/her solution is not accepted, s/he involves a teacher with the goal of getting the other student in trouble.
- A rating of “**Sometimes**” would be applied to a student who attempts to solve problems with peers but inconsistently. It also applies to a student who is unsure when to ask for a teacher’s help: sometimes they ask for help when it is really needed while other times, there is more they could do on their own.
- A rating of “**Consistently**” would be applied to a student who usually attempts to solve problems themselves in an appropriate way, and seeks adult help when they are overwhelmed or a solution cannot be found.

**Example 2:** A teacher is providing a rating for “Inappropriately initiates peer interactions.”

- A rating of “**Rarely**” would be applied to a student who almost always uses kind or neutral words (e.g., ‘let’s play’) and appropriate gestures to ask a peer to play with them or join them in an activity.
- A rating of “**Sometimes**” would be applied to a student who does invite friends with words that are kind or neutral, but can also use different tactics of engagement including (but not limited to) aggression and negative affect (e.g., crying to join or saying phrases such as ‘I never get to play’) as a way to start. Aggression can take the form of intentional physical aggression such as getting into other students’ faces, or pushing; unintentional aggression such as poking another student (but the student who is poking does not realize this action is inappropriately hurting their friend); or verbal aggression (If you do not play with me today, I won’t be your friend anymore and I will never play again).
- A rating of “**Consistently**” would be applied to a student who usually engages peers with various forms of aggression and negative affect (e.g., crying to join or saying phrases such as ‘I never get to play’) as a way to start. Aggression can take the form of intentional physical aggression such as getting into other students’ faces, or pushing; unintentional aggression such as poking another student (but the student who is poking does not realize this action is inappropriately hurting their friend); or verbal aggression (If you do not play with me today, I won’t be your friend anymore and I will never play again).

**NOTE:** The term “**consistently**” would still be applied to a student who has ‘lapses’ and sometimes falls back on inappropriate engagement strategies, but these situations occur infrequently, and are often related to factors such as tiredness, overstimulation, or hunger.

## Socio-Emotional Example

George is a very outgoing and talkative young man, who is also very sensitive to what friends and the teachers say to him. George has an extensive vocabulary and consistently is able to describe his own emotions, although he struggles to describe others emotions in the same depth. He can identify main emotions (mad, sad, happy) in others or in books, when asked. Although he often notices when friends are upset, he does not often comfort others unless they are close friends. George is very good about asking for help and for what he wants. On occasion, this can turn into whining, but not very often. George loves to pretend play, and is easy to engage in new activities. He loves to learn and his favorite topics are math and science. He is very proud of his math abilities, and is happy to tell you. He does not like to write and will let you know he does not like it. Sometimes George needs to be reminded to calm down and stay on task. He sometimes gets a little carried away and can get very loud when he is excited to tell you something. George likes to play with peers and consistently initiates new games, but only sometimes joins already started games. George likes it when his friends will play what he wants, but can feel sad if friends play something else. Sometimes he tries to verbally make friends play what he wants to play. He does not use physical aggression and rarely uses negative emotion. Rather he just keeps asking again and again. Trying to make friends play can lead to conflict because he struggles to understand that when friends do not want to play, they still like George, they just are interested in other things. George does not often ask for help resolving these types of conflicts. He also does not often have intense angry outbursts. He is likely to be down or upset for a few minutes, and then usually snaps out of it. Sometimes he needs extra support to 'snap out of it' but rewards and recognition go a long way in helping him feel better and feel like a special part of the class.

George's score on the two social and emotional subtests would look like this:

The child... ¿El niño/a...	Rating Calificación		
1. Is zoned out/in their own world? <i>Está distraído/a y en su propio mundo?</i>	<b>0</b> Rarely <i>Rara vez</i>	<b>1</b> Sometimes <i>Ocasionalmente</i>	<b>2</b> Consistently <i>Consistentemente</i>
2. Appropriately asks for adult help when cannot resolve peer conflict (without tattling)? <i>Pide ayuda de un adulto de manera adecuada cuando no puede resolver conflictos con compañeros (sin acusar)?</i>	<b>0</b> Rarely <i>Rara vez</i>	<b>1</b> Sometimes <i>Ocasionalmente</i>	<b>2</b> Consistently <i>Consistentemente</i>
3. Joins in activities and interactions that were already started? <i>Participa en actividades e interacciones ya iniciadas?</i>	<b>0</b> Rarely <i>Rara vez</i>	<b>1</b> Sometimes <i>Ocasionalmente</i>	<b>2</b> Consistently <i>Consistentemente</i>
4. Asks questions to learn more about people, topics and ideas? <i>Hace preguntas para aprender más acerca de personas, temas e ideas?</i>	<b>0</b> Rarely <i>Rara vez</i>	<b>1</b> Sometimes <i>Ocasionalmente</i>	<b>2</b> Consistently <i>Consistentemente</i>

5. Actively engages in teacher approved activities, with little assistance or reminding? <i>Participa activamente, con poca ayuda y sin necesidad de recordatorios, en actividades aprobadas por su maestro/a?</i>	0 Rarely <i>Rara vez</i>	1 Sometimes <i>Ocasionalmente</i>	2 Consistently <i>Consistentemente</i>
6. Uses emotion words to explain own feelings? <i>Usa nombres de emociones para explicar sus propios sentimientos?</i>	0 Rarely <i>Rara vez</i>	1 Sometimes <i>Ocasionalmente</i>	2 Consistently <i>Consistentemente</i>
7. Begins to identify and understand other's feelings? <i>Comienza a identificar y a comprender los sentimientos de otros?</i>	0 Rarely <i>Rara vez</i>	1 Sometimes <i>Ocasionalmente</i>	2 Consistently <i>Consistentemente</i>
8. Feels and demonstrates pride for own accomplishments? <i>Siente y demuestra orgullo por sus propios logros?</i>	0 Rarely <i>Rara vez</i>	1 Sometimes <i>Ocasionalmente</i>	2 Consistently <i>Consistentemente</i>
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(a) (sin acusar)?</i>	0 Rarely <i>Rara vez</i>	1 Sometimes <i>Ocasionalmente</i>	2 Consistently <i>Consistentemente</i>
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>	0 Rarely <i>Rara vez</i>	1 Sometimes <i>Ocasionalmente</i>	2 Consistently <i>Consistentemente</i>
11. Shows concern for and/or tries to comfort upset/sad peers? <i>Muestra preocupación y/o intenta consolar a sus compañeros?</i>	0 Rarely <i>Rara vez</i>	1 Sometimes <i>Ocasionalmente</i>	2 Consistently <i>Consistentemente</i>

Scoring is done automatically in Engage (with a reverse score for item 1). George would receive a score of 15 out of a possible 22. According to the TX-KEA benchmarks for this scale, he would be on track for his age.



Here is the emotion management scale:

The child...	Rating		
1. Tries to control or dominate interactions (is bossy or demanding)? <i>Intenta controlar o dominar las interacciones (es autoritario, mandón, o exigente)?</i>	0 <b>Rarely</b> <i>Rara vez</i>	<b>1</b> <b>Sometimes</b> <i>Ocasionalmente</i>	2 <b>Consistently</b> <i>Consistentemente</i>
2. Unintentionally upsets others? <i>Molesta a otros de manera involuntaria?</i>	0 <b>Rarely</b> <i>Rara vez</i>	<b>1</b> <b>Sometimes</b> <i>Ocasionalmente</i>	2 <b>Consistently</b> <i>Consistentemente</i>
3. Has temper outbursts? <i>Tiene arrebatos de mal genio/temperamento?</i>	<b>0</b> <b>Rarely</b> <i>Rara vez</i>	1 <b>Sometimes</b> <i>Ocasionalmente</i>	2 <b>Consistently</b> <i>Consistentemente</i>
4. Inappropriately initiates peer interactions (e.g., uses negative affect or aggression)? <i>Inicia interacciones con compañeros de manera inapropiada (por ejemplo, recurre al uso de afectos negativos o a la agresividad)?</i>	<b>0</b> <b>Rarely</b> <i>Rara vez</i>	1 <b>Sometimes</b> <i>Ocasionalmente</i>	2 <b>Consistently</b> <i>Consistentemente</i>
5. Is verbally hostile to peers (name calling, threats, teases, or taunts)? <i>Es verbalmente hostil hacia sus compañeros (insultos, amenazas o burlas)?</i>	<b>0</b> <b>Rarely</b> <i>Rara vez</i>	1 <b>Sometimes</b> <i>Ocasionalmente</i>	2 <b>Consistently</b> <i>Consistentemente</i>
6. Fusses/whines when he/she has to wait briefly to get attention from adult or peer? <i>Se queja cuando tiene que esperar unos instantes para conseguir la atención de adultos o compañeros?</i>	0 <b>Rarely</b> <i>Rara vez</i>	<b>1</b> <b>Sometimes</b> <i>Ocasionalmente</i>	2 <b>Consistently</b> <i>Consistentemente</i>

All items are scored in Engage. Thus George would receive a 9 out of a possible 12. According to the benchmarks, George should be monitored regarding his ability to manage emotions. Sometimes he will need extra supports to manage his emotions throughout the course of the Kindergarten day.