



Public Schools of North Carolina

Early Childhood Caucus

K-3 Data Presentation

October 22, 2019

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Topics to Be Covered

Kindergarten Entry Assessment

Early Grades Reading Data

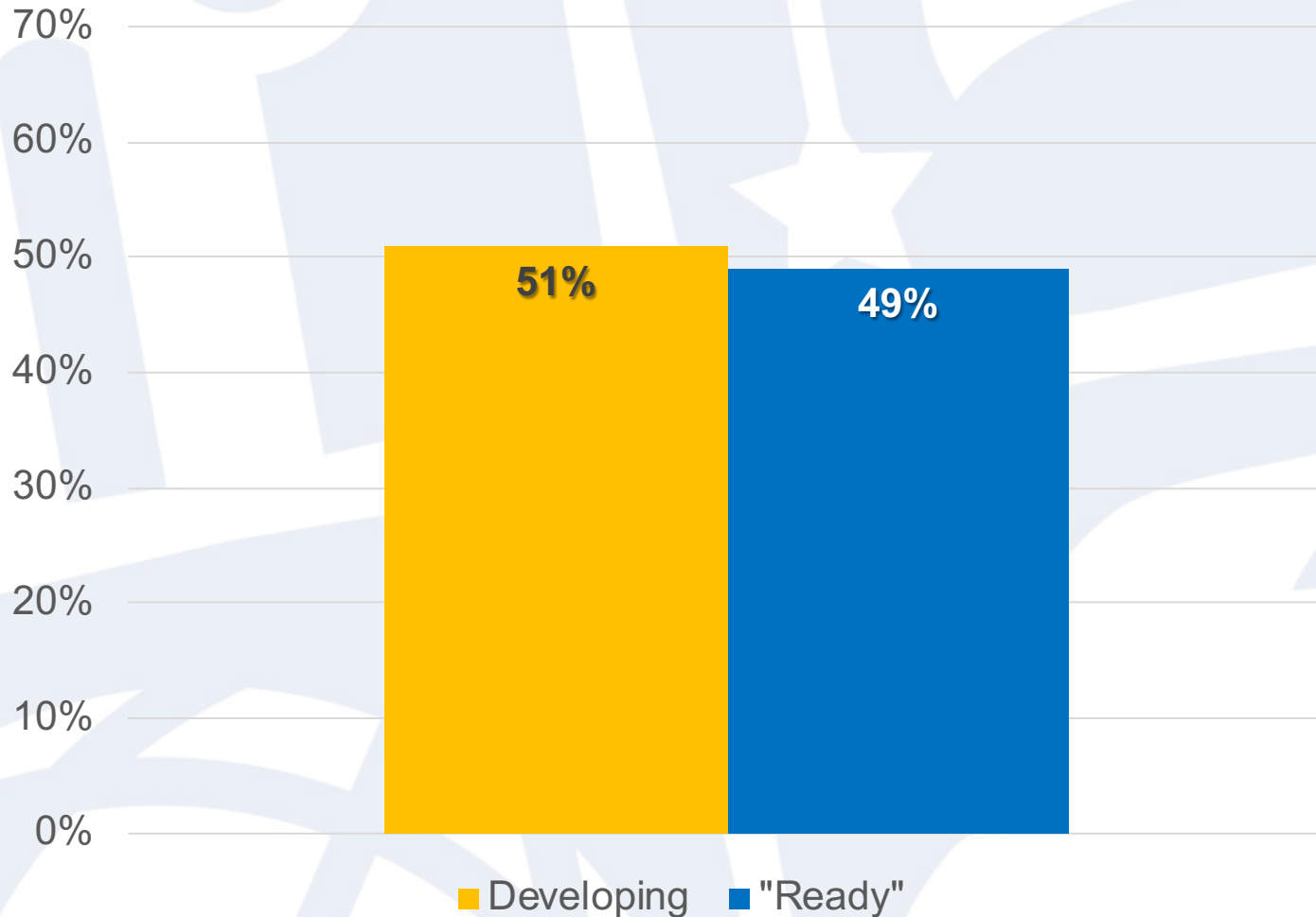


Kindergarten Entry Assessment

- Formative assessment based – it is not a standardized test
- Data is collected through the teacher's observation in the classroom during the normal course of daily instruction
- Intent is to capture the development of each child at Kindergarten entry to inform instruction
- Covers the 5 domains of child development

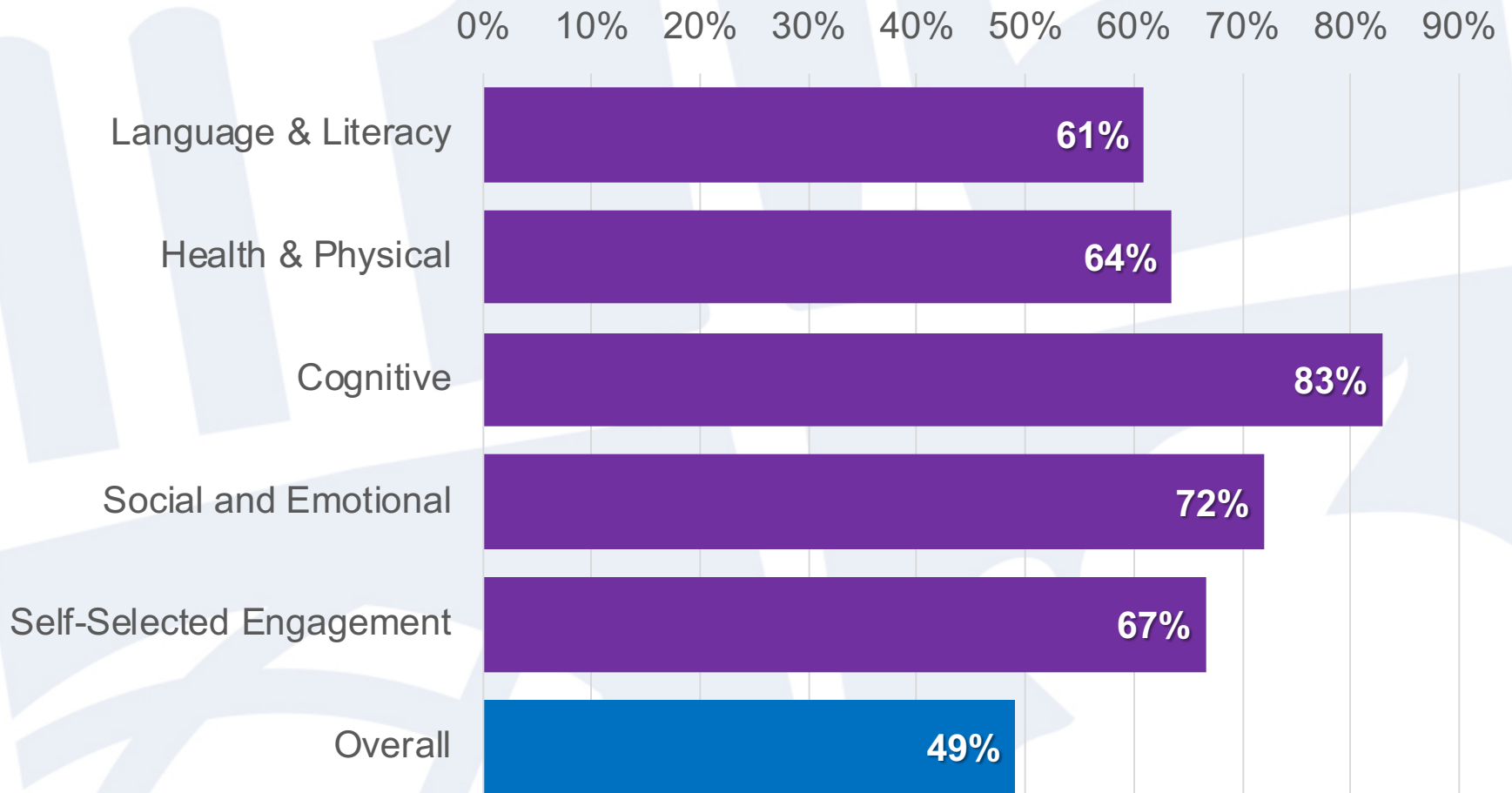


Kindergarten Entry Overall



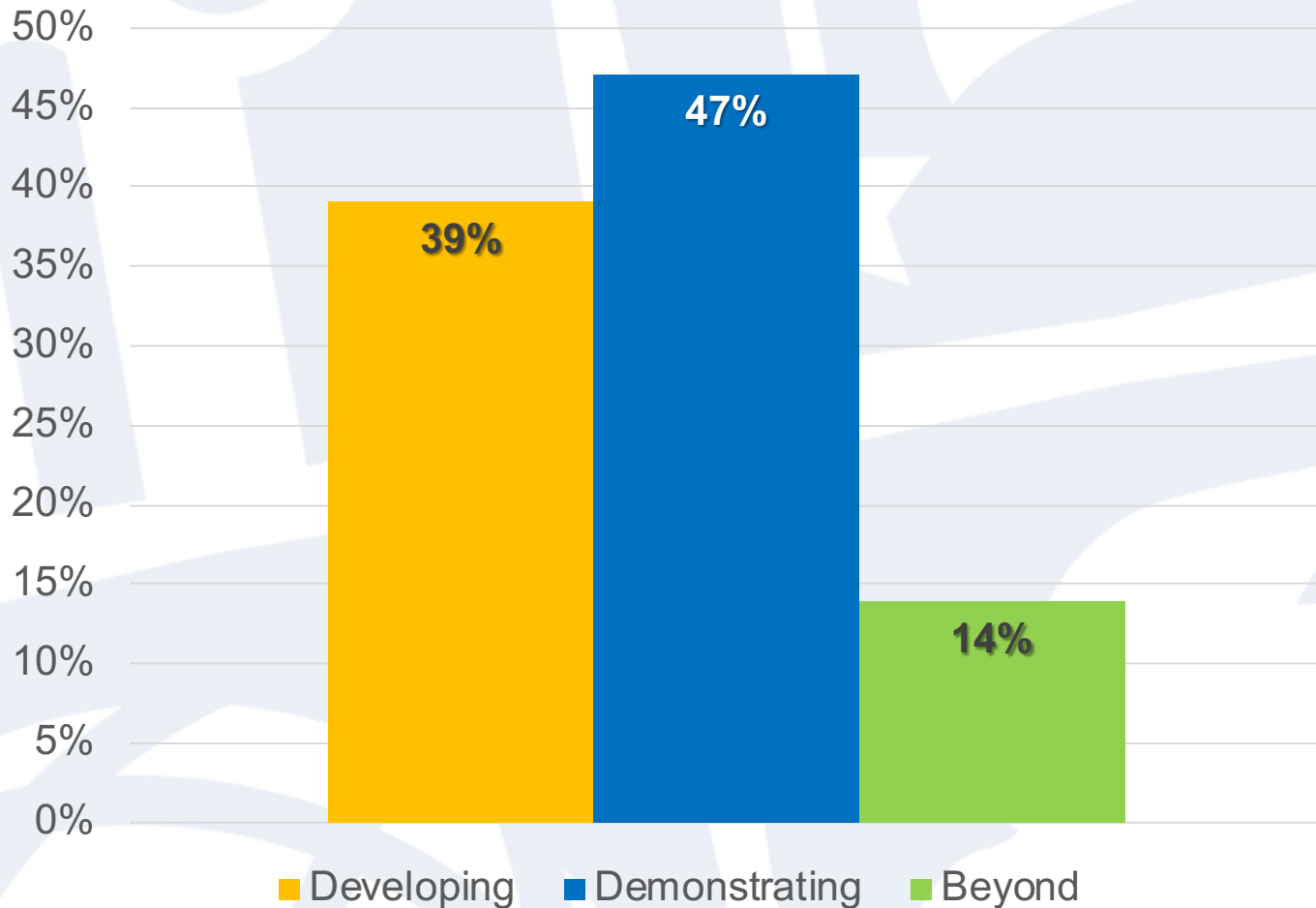


Readiness by Domain



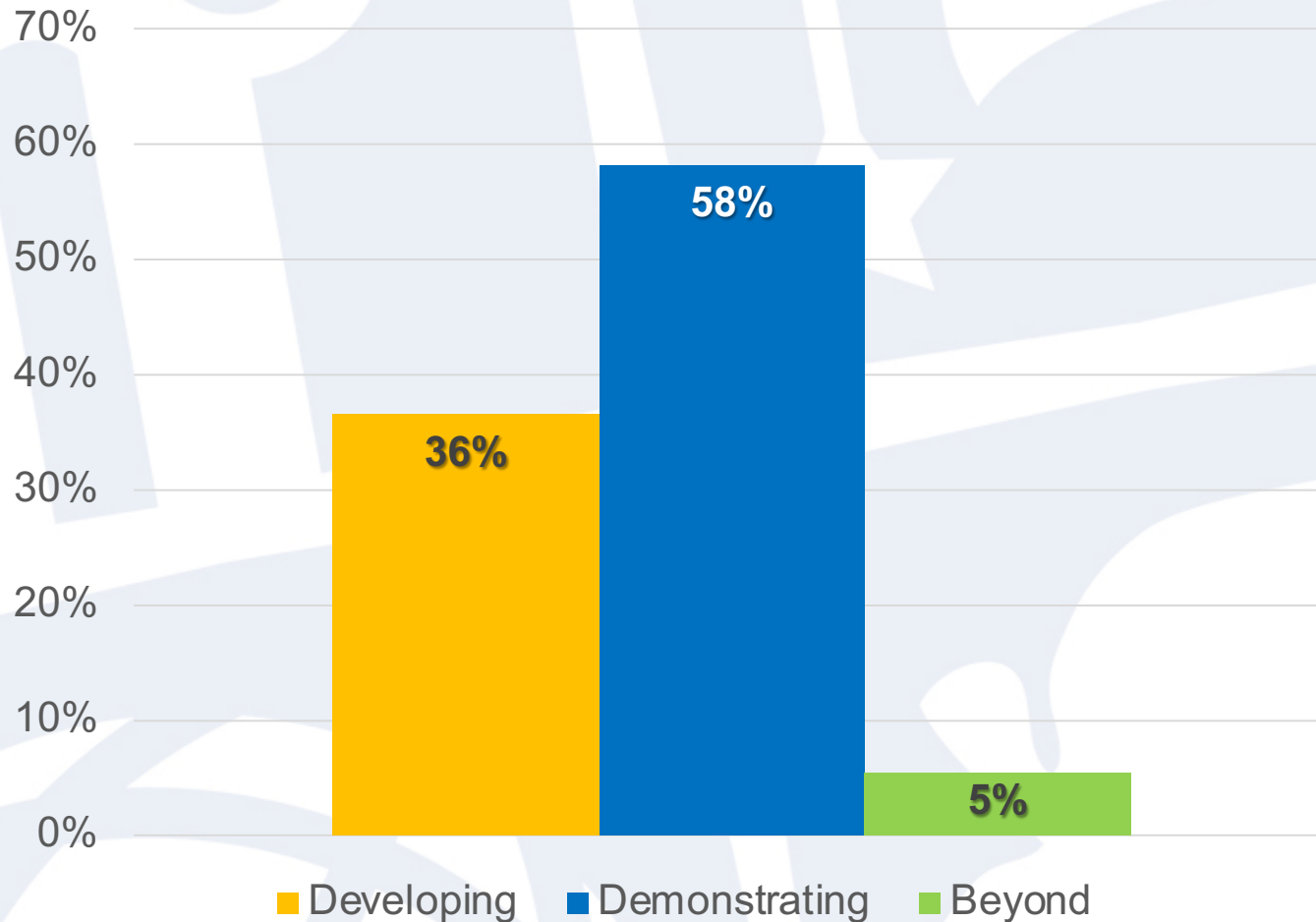


Language and Literacy Development



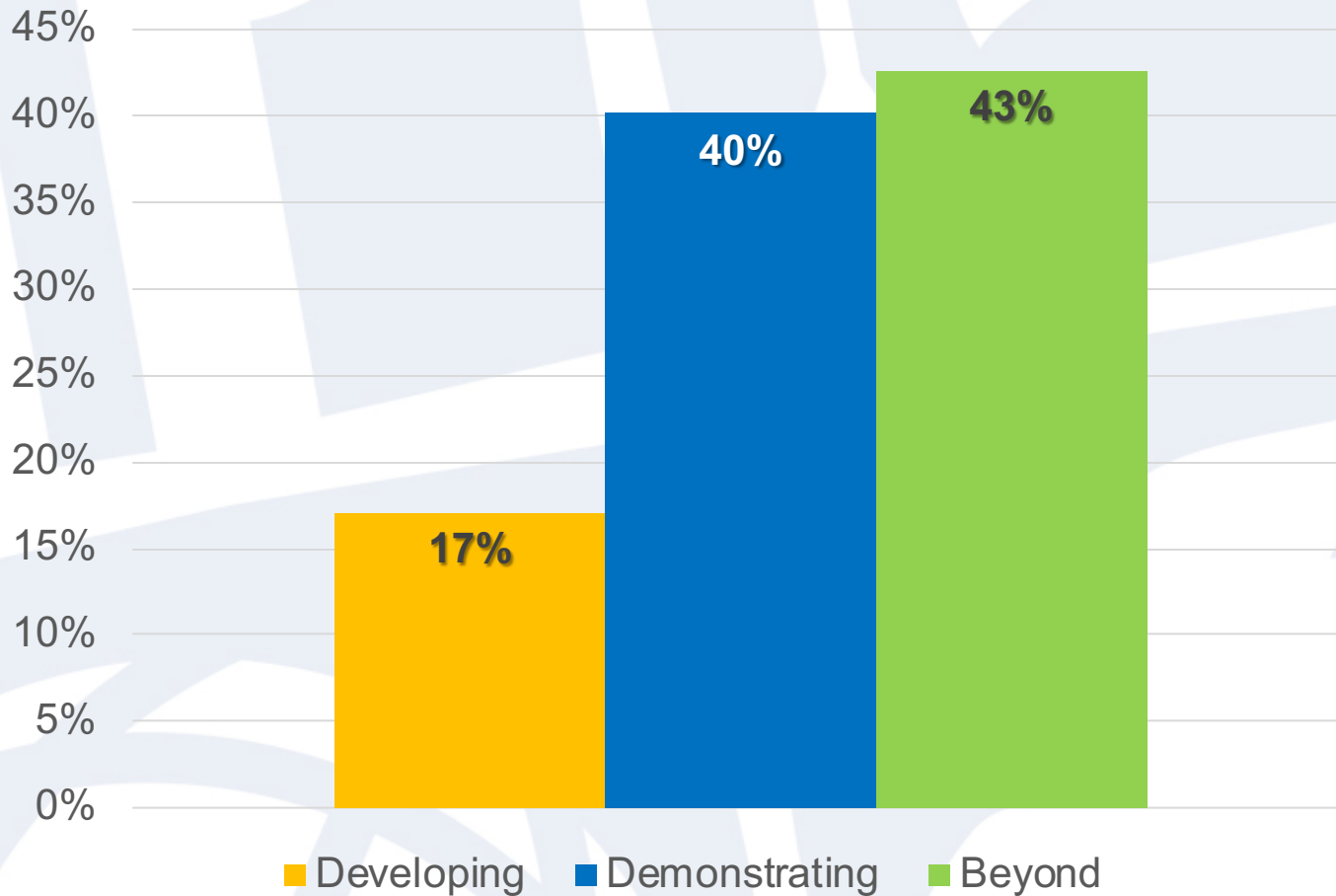


Health & Physical Development



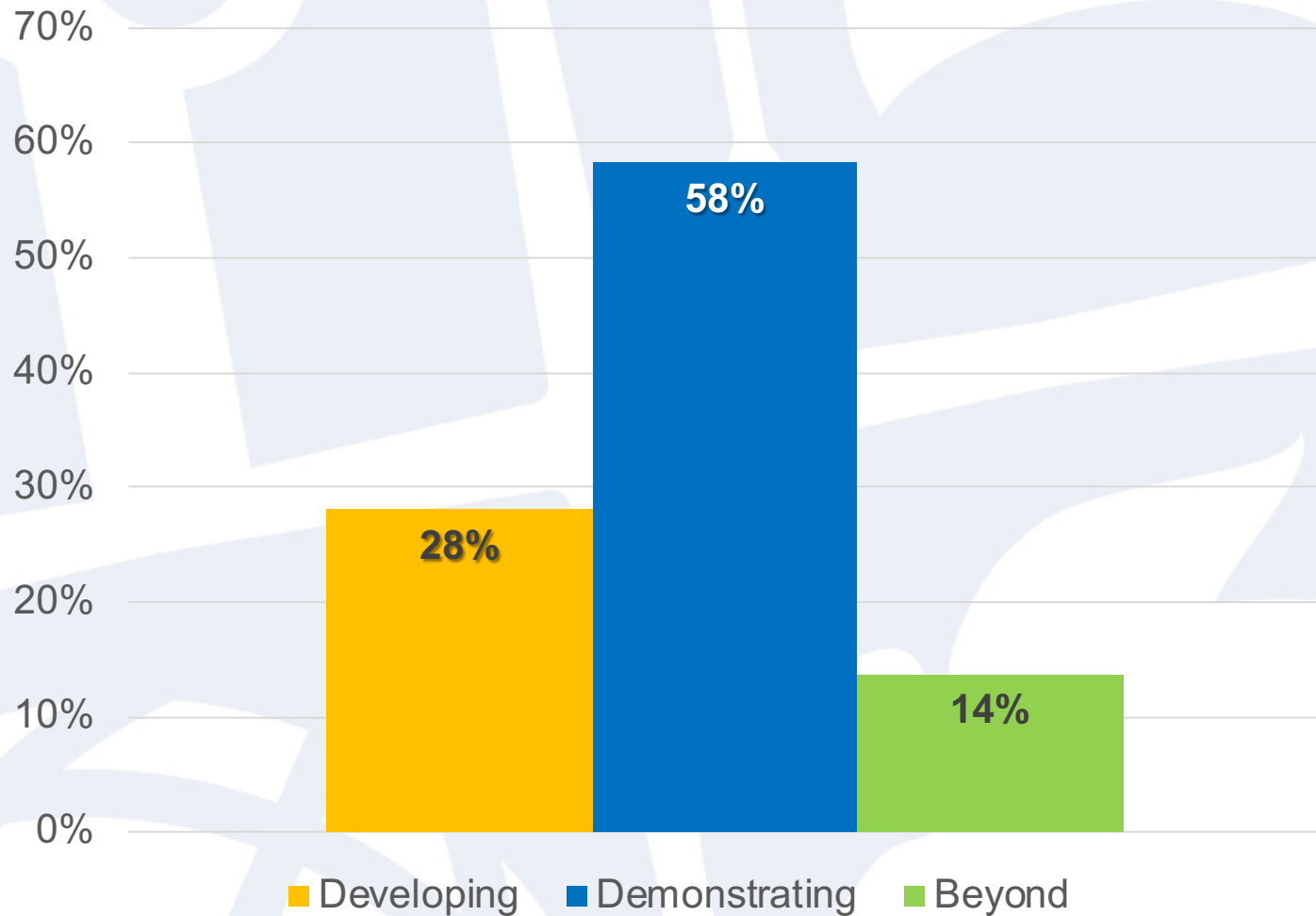


Cognitive Development



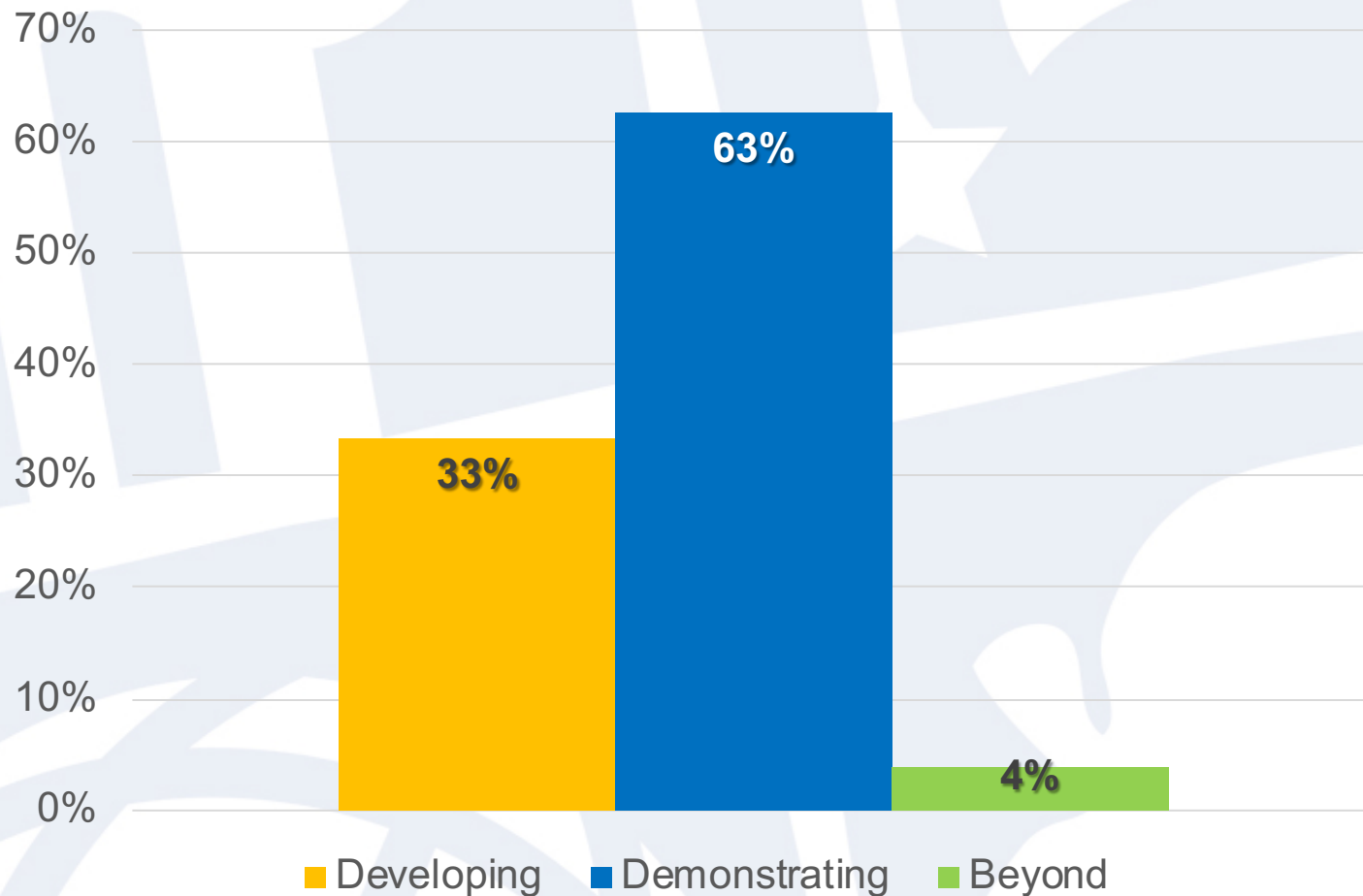


Emotional and Social Development

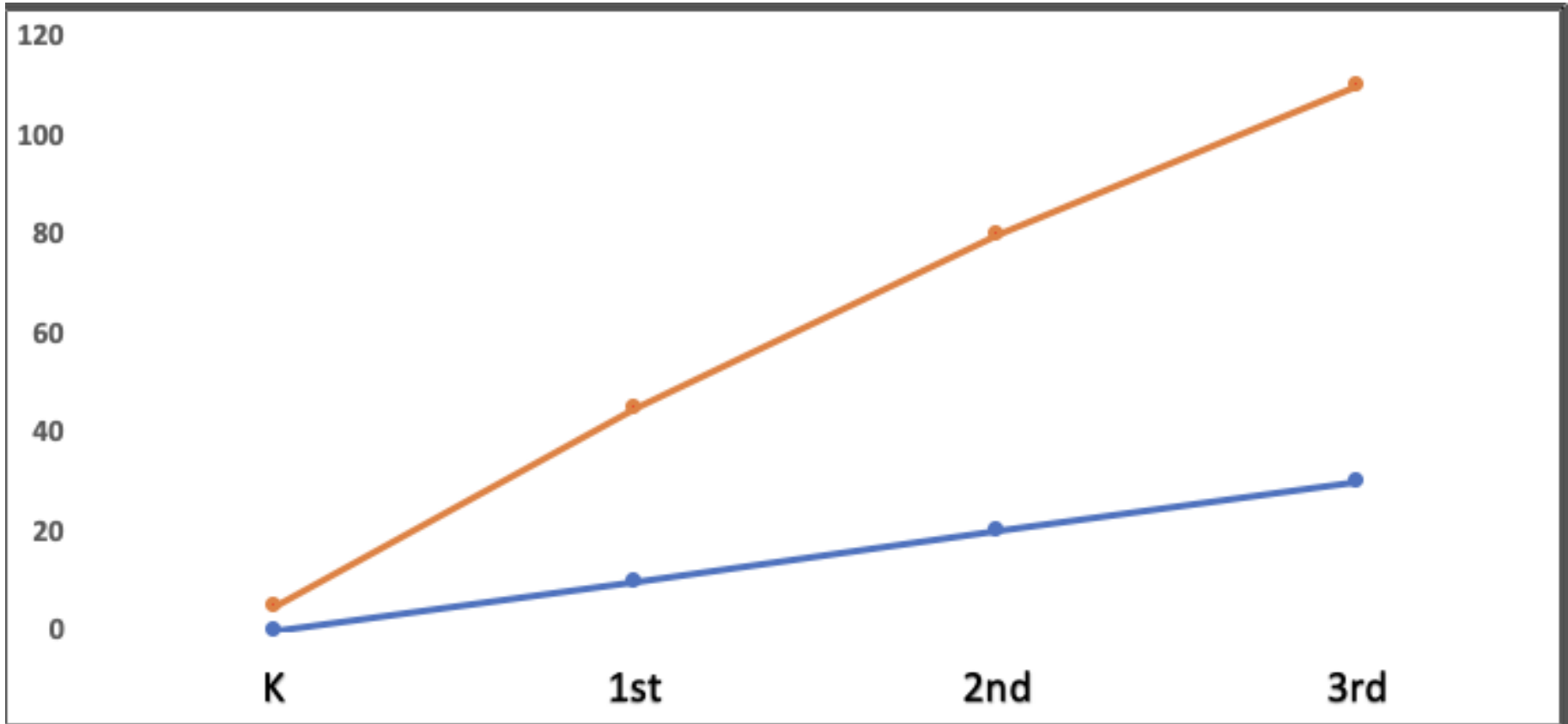




Engagement in Self-Selected Activities



K-3 Achievement Gap



— Expected Growth

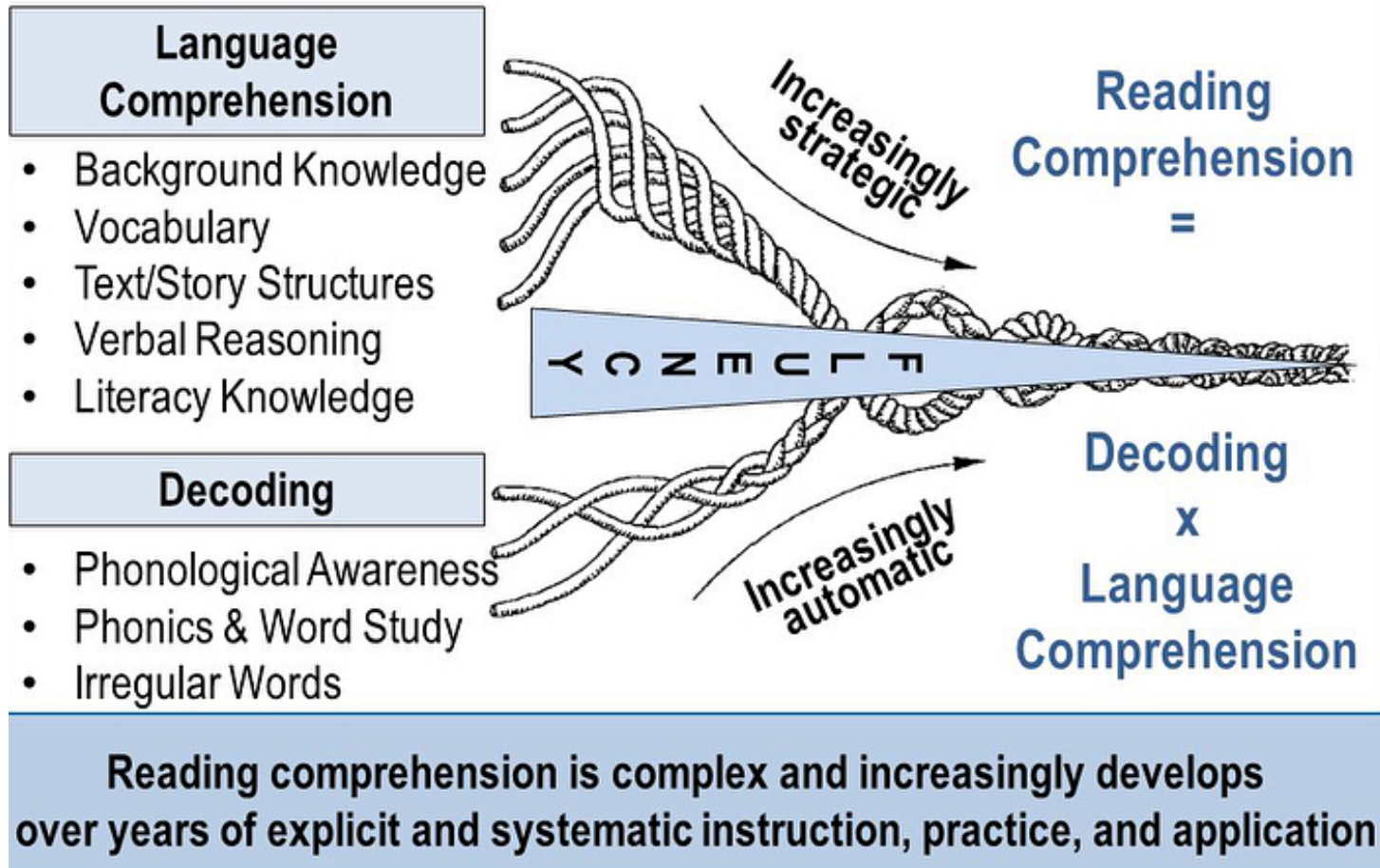
— Struggling Readers



The Many Strands That Are Woven Into Skilled Reading

Reading Comprehension (RC = D x LC)

(based on Gough & Tunmer's Simple View of Reading & Scarborough's Reading Rope)

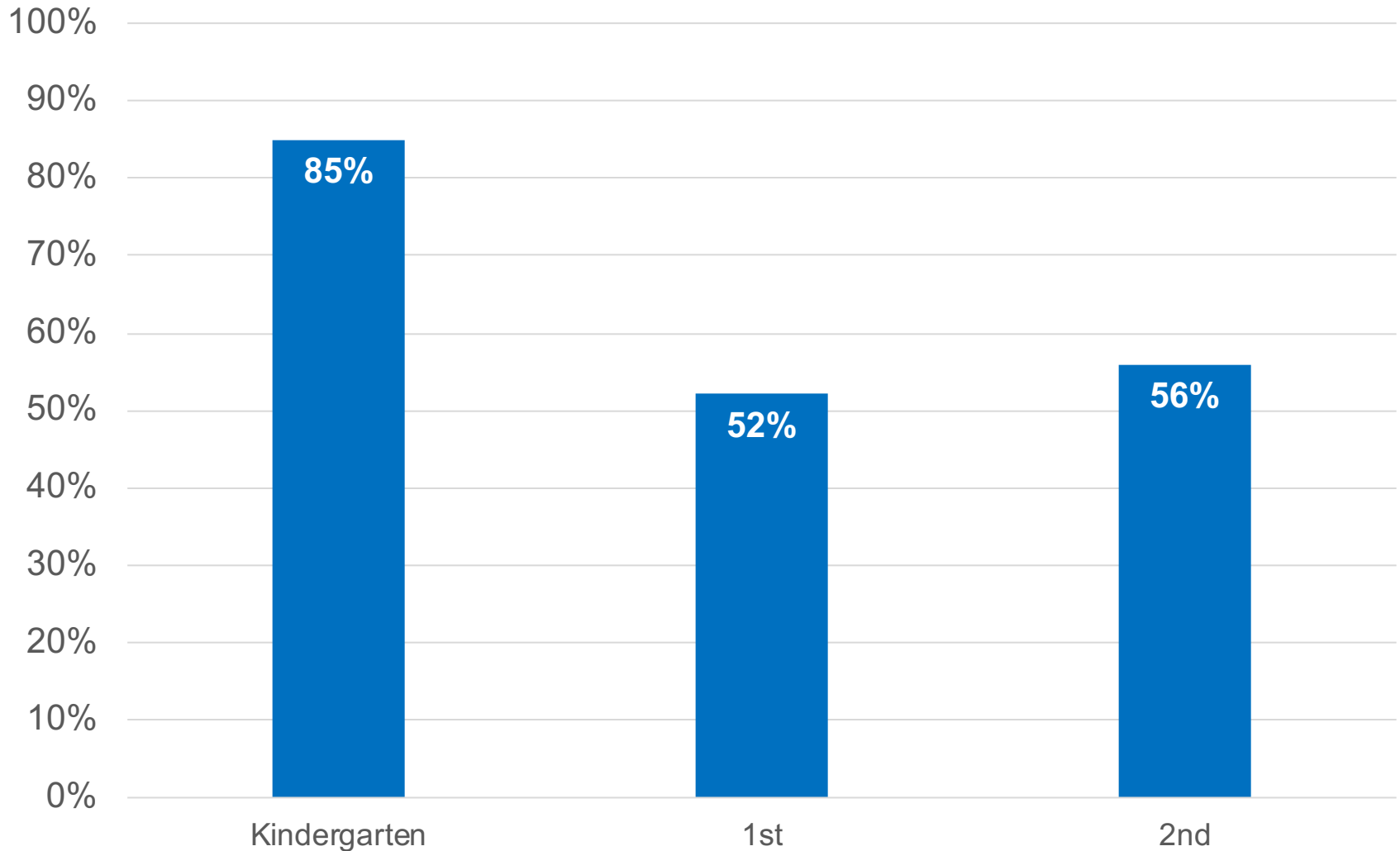


The image originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.

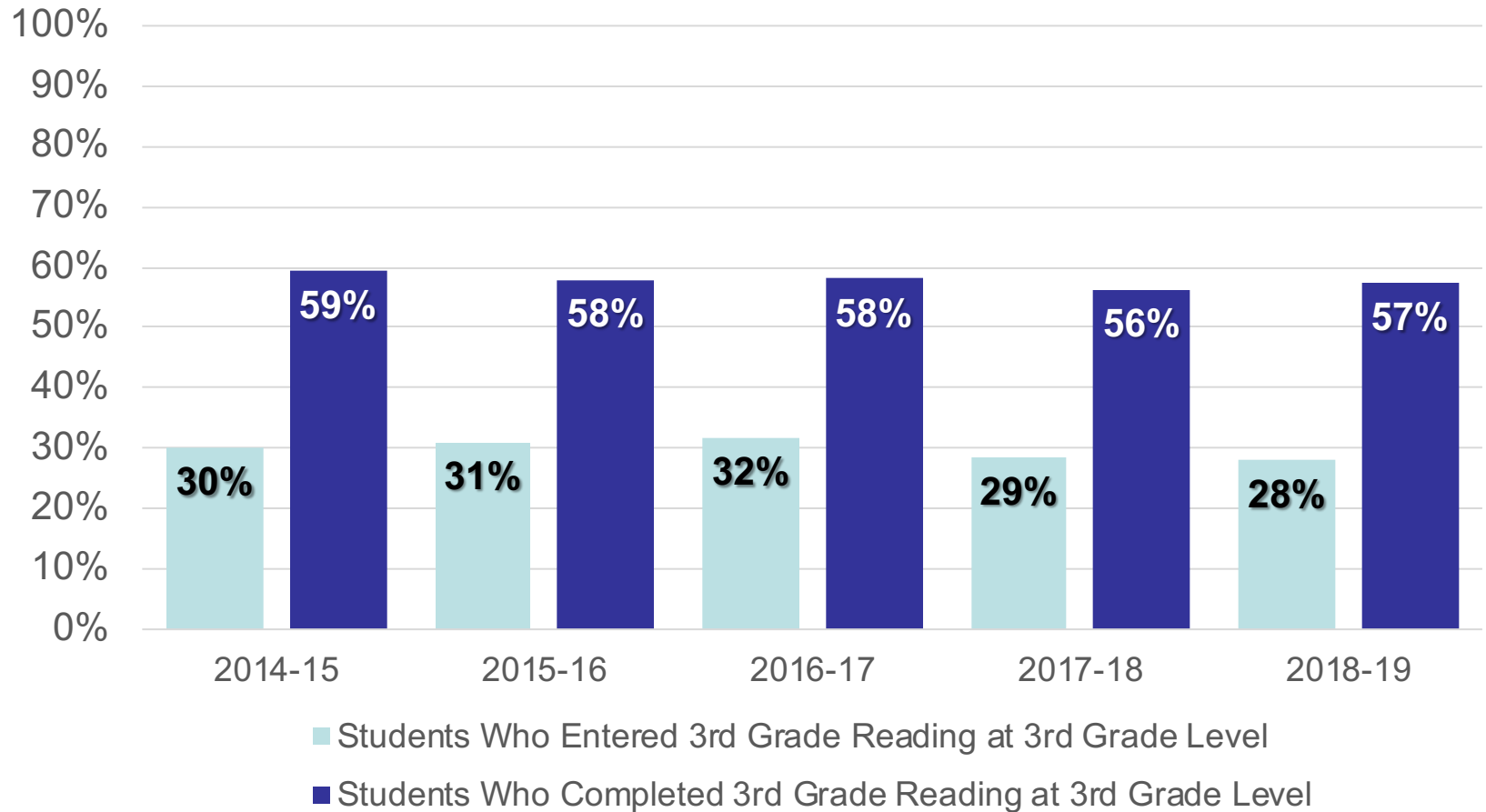


Early Grade Reading Proficiency

Text Reading Comprehension *2017 End of Year data*



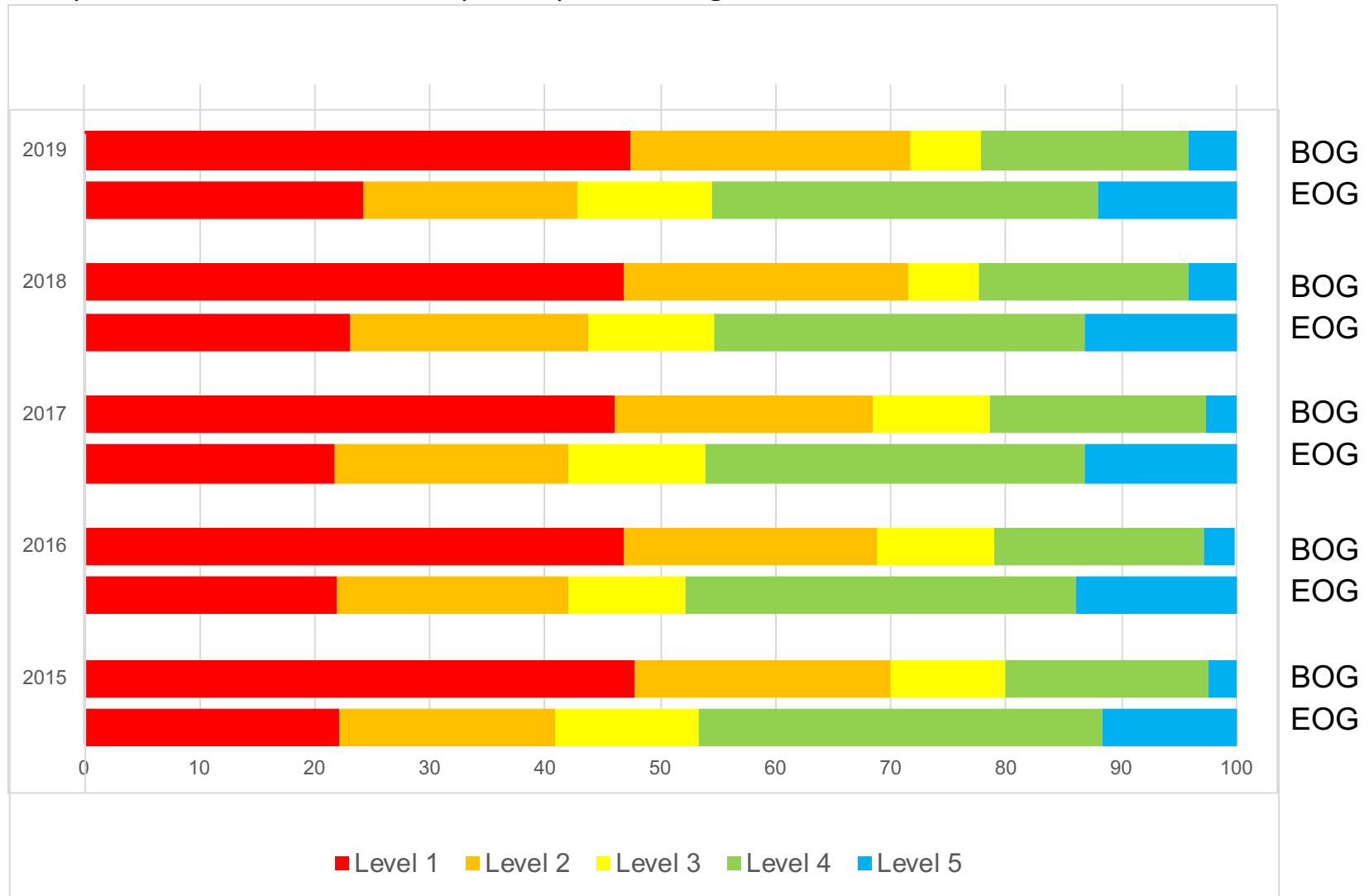
Third Grade Reading Proficiency Beginning vs. End of Year



Based on BOG and EOG Reading Scores for Students Taking Both Exams - Percent Level 3 and Above



Performance of Grade 3 Students Who Took Both the Beginning of Grade 3 (BOG) and End of Grade 3 (EOG) Reading Assessments





Questions?

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