# Core Growth Handbook

BAKERSFIELD CITY SCHOOL DISTRICT
2019–2020

# Acknowledgements

The intention behind the development of The Core Growth Handbook is to support teachers with their implementation and understanding of the Core Growth assessment and reporting system.  This handbook was created collaboratively between Core Growth and the following Bakersfield City School District teachers and staff:

# Table of Contents

# Introduction to the Kindergarten Screening Tool

The Kindergarten Screening Tool, or KST, is an 18 item screening tool, designed to provide a snapshot of a child's skills as they enter Transitional Kindergarten or Kindergarten.  Areas assessed are:

- social emotional development
- language and literacy
- mathematics
- self-portrait

This tool was developed by a comprehensive team of kindergarten teachers with the support of the Humboldt County 0ffice of Education and the Decade of Difference: 2020 Initiative.  This tool is evidence informed and is based on readiness skills outlined in the California Preschool Learning Foundations, California's State Standards, and best practices for Transitional Kindergarten and Kindergarten entry level assessments.

This online assessment can be easily and quickly completed on a traditional computer, iPad or other tablet.  Data can be printed or viewed as an Excel file where multiple features can be selected to examine variables such as language and literacy performance by gender groups or how students who attended preschool compare with those who did not.  Teachers can also view their class data and quickly establish quartiles helpful for grouping and differentiated instruction.

The KST also provides the opportunity for parents/guardians to share additional Kindergarten Readiness indicators and data to their child's teacher, such as gender, historic participation in playgroups and/or preschool, primary language, etc.

Kindergarten Screening Tool (KST) needs to be entered for each child as soon as possible to capture readiness for TK/Kinder.  Be sure to reference the district assessment pacing guide for due dates.

# How to Login

1. Log in to www.coregrowth.org

2. From the 'Login' drop down, select 'Kern':



3. Enter Username and Password to go to the Welcome Page:



4. Click on the blocks, "Enter Teacher's Assessment System":



5. Underneath your name, click your school:

# Core Growth Parent Survey

Use the Core Growth parent survey during Bridging or send home to families during the first week of school to find out more information about your Transitional Kindergarten students. You can print them from the home page of Core Growth.

## Kindergarten/Transitional Kindergarten Parent Survey

Welcome to school! We are very happy to have your child attend our school. To assist us in getting to know your child better, please complete this survey and return.

Student Name _____

1. What first name does your child like to be called? _____

2. How does your child feel about school? Does he/she look forward to school?

_____
_____

3. Has your child attended any of the following? (Please circle all that apply)

*childcare*        *organized playgroup*        *preschool*        *transitional kindergarten*        *kindergarten*

If so, please list the name and location.

_____

4. Please list three of your child's strengths/accomplishments (ie. knows ABC's, artistic, helpful, athletic):

1)
2)
3)

5. Please describe your child's personality (ie. shy, outgoing, cautious, playful):

_____
_____

6. Please list three of your child's current challenges (ie. separation from parents, toileting issues):

1)
2)
3)

7. Do you have any concerns we should be aware of? (i.e. allergies, health, behavior, speech, custody)

_____
_____

8. Where will your child be going when school is dismissed? (Please circle)

*I will pick them up*        *ride school bus home*        *after school program*        *other:_____*

9. Would you be willing to volunteer in the classroom? (Please circle)

*One hour a week*        *special activities (field trips/parties)*        *at home preparation of materials*        *unable*

Thank you in advance for your cooperation. We are looking forward to a wonderful year.

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My hopes and dreams for my child in kindergarten are:

PDF Forms

| KST Screening - Hard Copy | Kindergarten Progress Report |
| Kindergarten Progress Report - Bilingual | TK Progress Report |
| TK Progress | 1st Grade Progress Report |
| 2nd Grade Progress Report | Parent Survey |

My hopes and dreams for my child's K-12 education are:
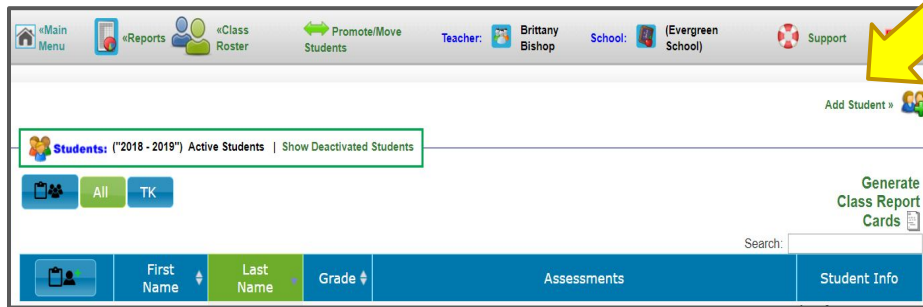
Please tell us about your family situation (siblings, custody, step parents):

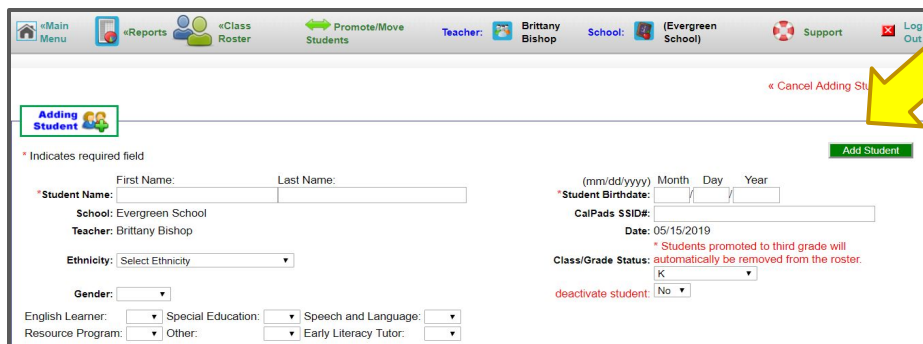Is there anything else you would like to share?

# How to Add a Student

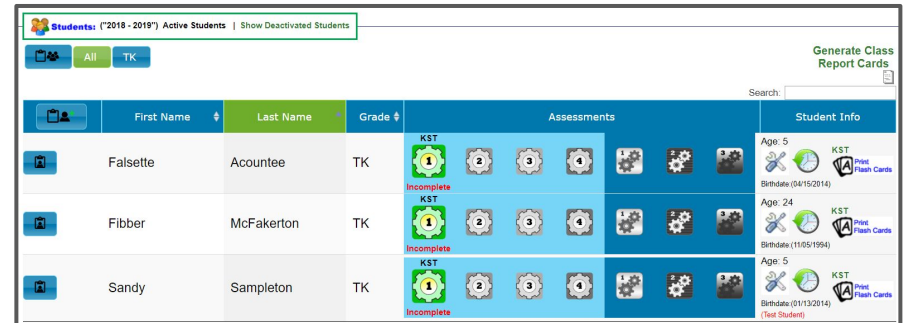1. Once logged in, click on the link to "Add Student" at the top right:



2. Enter the student First Name, Last Name, Gender, Student Birthdate and **CalPads SSID (10-digit State Student ID#)** and Class/Grade Status.

3. Click on the green "Add Student" button:
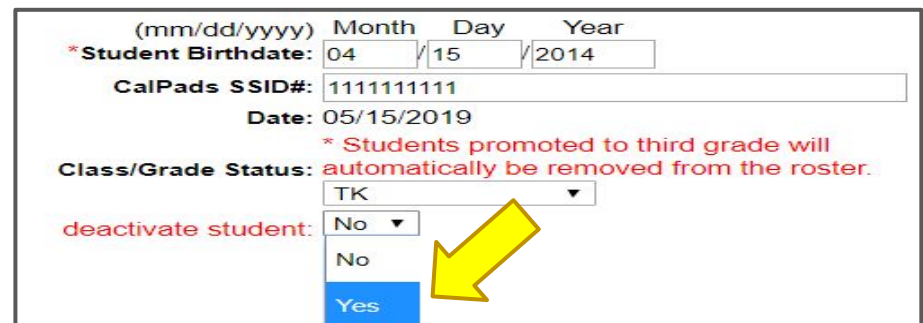


4. Student roster will display in alphabetical order:



5. **To edit:** click on the tool icon to edit the student name, birthdate or **10 digit State Student ID#**,

**To Deactivate:*** To deactivate the student, click the tool icon. Then locate "deactivate student" and select "yes".



*The student will still be in the system but will no longer show up on your class list and the data will not be used. If the student returns, choose the "All" button at the top of your class list and you will see all of your students, even those that are deactivated. Go into that student's tools button and select "No" to reactivate.

# How To Administer the Kindergarten Screening Tool (KST)

## How to enter data

1. Once logged in, your class roster page will appear. Select the student's KST icon to begin recording information.
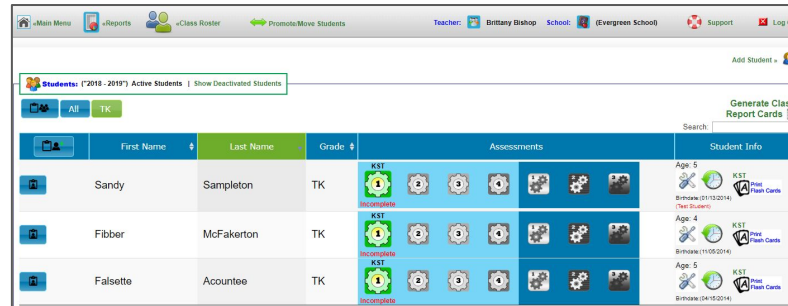


2. Select the language the assessment will be administered with (English, Spanish, or Other).



3. Complete the Social Emotional/Self section by clicking on the score for each measure. Selected scores will be highlighted in green. Click on the blue question mark to review the rubric for each measure. These rubrics can also be found on page    of this handbook.

### Social Emotional/Self

| | | | Never (0pts) | Emerging (1pts) | Usually (3pts) | Always (5pts) | |
|---|---|---|---|---|---|---|---|
| 1 | 0-5 pts | Cooperative/Responsible | 0 | 1 | 3 | 5 | 1/5 |
| 2 | 0-5 pts | Respectful | 0 | 1 | 3 | 5 | 3/5 |
| 3 | 0-5 pts | Self Regulates | 0 | 1 | 3 | 5 | 5/5 |
| 4 | 0-5 pts | Independent | 0 | 1 | 3 | 5 | 5/5 |
| 5 | 0-5 pts | Attentive Listener | 0 | 1 | 3 | 5 | 3/5 |
| 6 | 0-5 pts | Transitions away from parents smoothly | 0 | 1 | 3 | 5 | 1/5 |
| | | | | | | Subscore: | 18/30 |

4. Complete the mathematics section by clicking on the skill level. Note that the monitor icon denotes an area where the assessment will pop up for the teacher to use with the student. The grey X denotes an area in which the student is unable to perform at any level.

**Mathematics**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7 | 2 pts each | ⑦ Rote Counting | | ⊗ | Counts to 5 | Counts to 10 | Counts to 15 | Counts 20 or more | 2/8 |
| 8 | 1 pt each | ⑦ Number Naming | 🖥 | ⊗ | Names "0" | Names "1" | Names "2" | Names "3" | Names "4" | Names "5" | 0/6 |
| 9 | 1 pt each | ⑦ 1-1 Correspondence | 🖥 | ⊗ | Counts 1 | Counts 2 | Counts 3 | Counts 4 | Counts 5 | 3/5 |
| 10 | 1 pt each | ⑦ Shape Recognition | 🖥 | ⊗ | Names Circle | Names Square | Names Triangle | Names Rectangle | 1/4 |
| 11 | 2 pts | ⑦ Patterning | 🖥 | ⊗ | Extends Pattern 1 step | | Extends Pattern 2 steps | | 2/4 |
| | | | | | | | | Subscore: | 8/27 |

5. Complete the Language and Literacy section by clicking on the skill level for each item. Please note items 12 & 13 have three options for access (choose one method):

1. Click on the range of letters (you will not be able to use flash card feature)

| | | | | |
|---|---|---|---|---|
| Names 3-5 | Names 6-8 | Names 9-11 | Names 12 or More | 0/8 |

2. Use the letter chart at the bottom of the screen (allows for flash cards).

**Total Number of Letters Recognized:**

Lowercase: **Select All** — Total:

| m | a | s | w | e | t | c | f | l | n | o | b | u | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| d | g | i | x | h | j | k | p | r | v | z | q | y | 6 |

Uppercase: **Select All** — Total:

| M | A | S | W | E | T | C | F | L | N | O | B | U | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | G | I | X | H | J | K | P | R | V | Z | Q | Y | 0 |

3. Click on the monitor (🖥)to the left of the grey X (⊗) and use the screen option (allows for flash cards).

**Language and Literacy**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 12 | 2 pts each | ⑦ Lowercase Letter Recognition | 🖥 | ⊗ | Names 3-5 | Names 6-8 | Names 9-11 | Names 12 or More | 4/8 |
| 13 | 2 pts each | ⑦ Uppercase Letter Recognition | 🖥 | ⊗ | Names 3-5 | Names 6-8 | Names 9-11 | Names 12 or More | 4/8 |
| 14 | 2 pts each | ⑦ Concepts of Print | | ⊗ | Finds Front of Book | Points to first word | Knows print carries meaning | Predicts what story is about | 6/8 |
| 15 | 5 pts | ⑦ Name Recognition | 🖥 | ⊗ | Child recognizes name | | | | 5/5 |
| 16 | 2 pts each | ⑦ Name Writing | | ⊗ | Writes a few letters | Writes most letters | Writes full first name | | 0/6 |
| 17 | 2 pts each | ⑦ Speech is understandable | | ⊗ | 50 - 75% is intelligible | At least 75% intelligible | | | 2/2 |
| | | | | | | | | Subscore: | 21/37 |

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6. Complete the self portrait to determine the total student score. Then complete the additional information about the student.



7. A comment section is available for the teacher to use. This data will not be available for administrator view.



8. Finally, click on "Screening Incomplete" at the top right of screen to signify that the Screening is now complete.



9. Click "Class Roster" ; note the KST icon is dated with completion , KST 2 is available, and the first TK assessment is now available for future testing of Full Year Inventory (FYI).

# Kindergarten Screening Tool- Social Emotional/Self

**Descriptors/Rubrics:**

1. **Cooperative/Responsible:** Takes turns, shares materials and takes part in class responsibilities.
   0: Rarely takes turns or engages/shares with other children
   1: Occasionally takes turns or engages/shares with other children
   3: Usually takes turns or engages/shares with other children
   5: Always takes turns or engages/shares with other children

2. **Respectful:** Uses appropriate words and actions, respectful to adults and peers.
   0: Rarely uses appropriate words, demonstrates no respect for adults and peers
   1: Occasionally uses appropriate words, demonstrates little respect for adults and peers
   3: Usually uses appropriate words, demonstrates some respect for adults and peers
   5: Always uses appropriate words, demonstrates respect for adults and peers

3. **Self Regulates:** Exhibits impulse control
   0: Unable to delay having wants and needs met
   1: Distracted by getting needs met, able to be redirected by adults
   3: Distracted by getting own needs met but redirects self
   5: Able to delay own wants and needs

4. **Independent:** Self directed, completes a task and self with little assistance, resourceful. Taking all the following skills into consideration (washes hands, wipes own nose, puts away backpack, uses restroom independently) choose:
   0: if the child never takes care of own needs or completes tasks by self
   1: if the child's skills are emerging, demonstrating limited ability
   3: if the child usually takes care of their own needs or completes task by self
   5: if the child always takes care of their needs and completes tasks

5. **Attentive LIstener:** Follows multi-step directions, comprehends and participates in class discussions
   0: Does not sustain attention to directions
   1: Occasionally follows directions and participates in class discussions
   3: Usually follows directions and participates in class discussions
   5: Always follows directions and participates in class discussions

6. **Transitions away from parents smoothly:** Separates from parents without crying
   0: Never    1: Emerging    3: Usually    5: Always

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Social Emotional/Self
Subtests 1-6

Tips:

- Take time during center/choice time and recess as students move freely to notice their interactions and record observations.

- Take into account all the different learning scenarios during the school day (transitions, centers, recess, rug time, etc.) when observing and describing social emotional learning.

- View student behaviors from a growth model.

# Kindergarten Screening Tool - Mathematics

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 7. Rote Counting | Ask child to count as high a they can go. You may need to help them get started by saying 1...2... | Counts to 5<br>Counts to 10<br>Counts to 15<br>Counts 20 or more | This can be observed during recess, centers, or in a more formal testing setting. |
| 8. Number Naming | Using a number card or the numbers on the screen, point toward a number and ask, "What number is this?". | Identifies specific numbers, in random order, 0-5 | This item can be assessed with observation of naming numbers or using the computer screen. |
| 9. 1 to 1 Correspondence | Using 5 similar real objects (such as unifix cubes) or the balls on the screen, point toward the objects and say "Touch each object (or ball, etc.) while you count them aloud." Students must touch each object while saying the correct number in sequence. | Counts 1<br>Counts 2<br>Counts 3<br>Counts 4<br>Counts 5 | This item can be assessed by observing during center time or in a one-on-one testing scenario. |
| 10. Shape Recognition | Using a shape card or the images on the screen, point toward each shape and ask, "What is the name of this shape?" | Names Circle<br>Names Square<br>Names Triangle<br>Names Rectangle | This item can be assessed by observing during center time or in a one-on-one testing scenario. |
| 11. Patterning | Point to the items and say "flower, cow, flower, cow, flower, cow." When you come to the first blank line say, "What comes next?" Then point to the second blank line and say, "And then what?" Alternatively, you may use two colored real objects such as red and green bear counters arranged in an AB pattern, to pose the same question. | Extends Pattern 1 Step<br>Extends Pattern 2 Steps | This item can be assessed by observing during center time during calendar, or in a one-on-one testing scenario. |

# Kindergarten Screening Tool - Language and Literacy

| Subtests | Directions | Ranges | Tips |
|----------|-----------|--------|------|
| 12. Lowercase Letter Recognition<br><br>13. Uppercase Letter Recognition | You will only be awarding points for up to 12 letters _for each subtest_, but ask the child to name all the letters. Select correct range to indicate the total number of letters the child named. Options for assessment with cards:<br>● Show child the full list of letters and ask child to name the letters.<br>● Use randomly arranged flash cards to assess one letter at a time.<br>● Ask the child to name the letters one line at a time. | Names 3-5<br>Names 6-8<br>Names 9-11<br>Names 12 or More | You may want to record this on paper for progress monitoring, use flash cards, or the chart at the bottom of the KST screen<br><br>The order of the letters will change every time this is assessed. |
| 14. Concepts of Print | Hand the child a book and ask:<br>"Where is the front of the book?"<br>Turn to the first page and ask: "Point to the first word."<br>"What are these words for?"<br>"What do you think this story is about?" | Finds front of book<br>Points to first word<br>Knows print carries meaning<br>Predicts what story is about | Consider assessing during library time or small group time with book play<br><br>Click on each range the child performs accurately. |
| 15. Name Recognition | Using the screen icon, (or alternatively have the child's name written on paper along with two classmate's names), ask the child, "Will you point to your name?" | Child recognizes name | This can be assessed as they use their name in a pocket chart or the computer. |
| 16. Name Writing | Give the child a writing instrument and ask the child to write their name. Notice whether the child writes a few letters, most of their letters, or their full name and select the corresponding score on the screen. Most children will write some letters backwards, out of order or upside down, that is ok, give them credit for the letters attempted. | Writes a few letters<br>Writes most letters<br>Writes full first name | Most children will write some letters backwards, out of order or upside down, that is ok, give them credit for the letters attempted. |
| 17. Speech is Understandable | Make a note about observed speech. Note articulation errors in primary language as well. | 50-75% is intelligible<br>At least 75% intelligible | This can be observed with peers as well as teacher |

# Kindergarten Screening Tool - Self Portrait

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 18. Self-Portrait | Ask the child "please draw a picture of yourself". Scoring for this measure is based on the number of body parts. Each body part is worth one point (eye, ear, belly button, toe) | Draws self with 3-5 parts<br>Draws self with 6-8 parts<br>Draws self with 9 or more parts | Teacher can informally observe and determine scoring based on drawings of self the child attempts during play or centers. Can be based on multiple attempts. |

# Core Growth Report Card Tips for
# Transitional Kindergarten Teachers

## How to Print the Report Card:

1. Select "Generate Class Report Cards"



2. Select "Trimester 1", and select either "Generate Bilingual Report Card" or "Generate Student Report Card" for each child.



3. Select the green "Generate Report Card PDF File" (this may take some time to generate.)

**Generate Report Card PDF File**
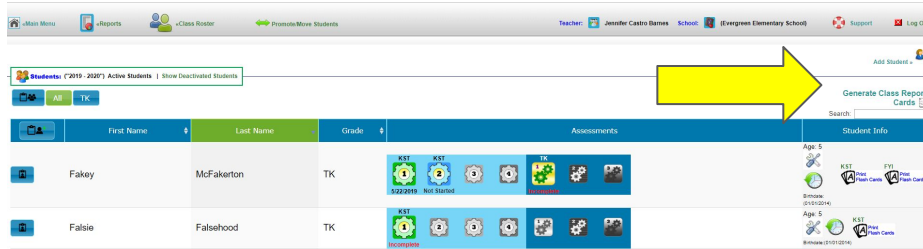
4. Send report cards to a printer that prints double sided. If your printer does not have this feature, you can save and email the PDF file and print from a different location on campus. You can also ask site support to assist you in printing the report card.

Not all elements on the KST will transfer to this report card form but this will provide some baseline information to conference with parents about current and future learning in TK.



**The recommended print size is 11 x 14 (legal); however 8.5 x 11 may be substituted.**

# KST Fields That are Not On the FYI Report Card

The following items are assessed on the KST but will not appear on the Full Year Inventory Report Card Progress Report:

- Rote Counting
- Name Recognition
- Name Writing
- Intelligible Speech
- Self-Portrait
- Pencil Grip
- Handedness (Left or Right)
- Color Naming

If you have a concern about a particular student regarding any of these areas from the KST, be sure to bring attention to the parent or guardian to keep them informed of their child's readiness.

These areas could serve as valuable pieces of information for families to provide support from home.

# Tips for Conferencing with Parents using the KST Core Growth Report Card:

- Emphasize with parents that students are on an individual learning journey. TK is an opportunity for children to learn how they fit into school as a student and a learner.

- Call attention to the columns that have KST info in them and talk about how these items describe what was observed for their child upon entering TK.

- Explain the other items on the report card represent the learning throughout the year. These items can guide the creation of learning goals to work towards during the year for their child. You may want to highlight a few areas for parents to work on at home with their TK student.

- Mastery of all sections of the report card during each quarter is not the goal but movement towards end of year mastery is the goal. Each report card is a capture of their child's progression towards these skills.

- Point out there will be subtests not assessed by midyear when they get their next report card but they will be added in as the year progresses.

- If there is an expressed concern by a parent the skills on the report are not rigorous enough, reiterate these are the minimum expectations for their child and when children demonstrate readiness for learning, they will be challenged in TK.

# KST Reports

1. Click on the "Reports" button on the top of the screen.
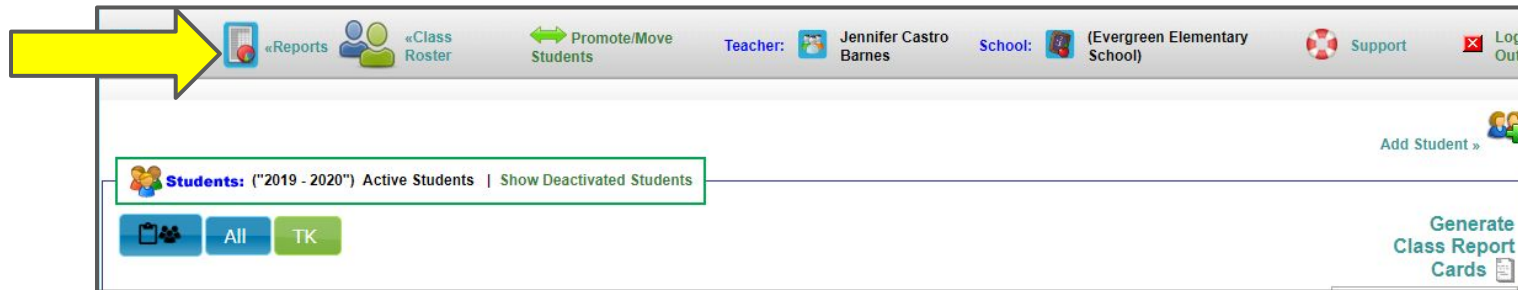


2. Click on the KST button on the left side of the screen.
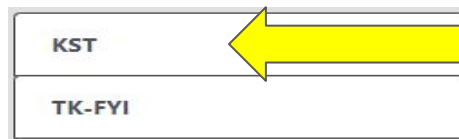


3. Choose the year you want to analyze (the current year is the default).



4. Report options include:
   a . <u>Population</u> -number of schools, teachers and students with hyperlinks to drill down farther.
   b. <u>Demographic</u>- number and percentage of students in each ethnicity with hyperlinks to drill down into assessment scores by student
   c. <u>Attributes</u> -number of students with attributes such as preschool and playgroup attendance, EL, speech and language services, etc. with hyperlinks to drill down into assessment scores by student
   d. <u>Summary</u> - number of tests completed/started, average score and average percentage for the KST summaries or individual lines
   e. <u>Breakdown</u> - this report not yet active.

# Introduction to the Full Year Inventory

The Full Year Inventory, or FYI, is a 41 item screening tool, designed to offer TK teachers the opportunity to assess their students over the course of the school year utilizing a computer or tablet.  The data collected through these assessments is integrated into a report card three times per year.  Areas assessed are:

- social emotional development
- language and literacy
- mathematics
- physical development
- arts and sciences

This tool was developed by a comprehensive team of kindergarten teachers with the support of the Humboldt County Office of Education and the Decade of Difference: 2020 Initiative.
Features of the FYI include:

- Assessments based on the Preschool Learning Foundations and alignment with Kinder CCSS
- A clipboard feature to gather information on multiple students at one time, such as a small group activity
- Detailed class and school wide reports allowing differentiated instruction grouping possibilities
- Student transfer options so that data follows a student from school to school
- Flashcards of upper and lower case letters, with a customized letter to parents from the teacher
- Progress reports with a focus on student growth and mastery by the end of the year

The Full Year Inventory also provides a space to enter comments for parents about their child's development in TK.

The Full Year Inventory will be reported to parents 3 times during the year in the form of the child's report card.   This communication informs the parent on the child's development towards learning goals in TK.  Teachers will need to cross reference the Assessment Pacing Guide for due dates.

# Full Year Inventory Icons and Features

You will see icons to use with the students on the left side:

The apple icon opens screens that are for teacher reference.

The child icon represents the screenshots that can be administered with the student.

Within the screenshot screens, you will find the following icons:

Clicking this green button will turn all fields green if all information is known by the student.

Use this scramble button if you are assessing children repeatedly over consecutive days.

Click this box to indicate the student doesn't know any of the information.

Click on the question mark for teacher directions or additional information.

Click on the notepad to record personal notes you want to make for future reference.

Click on forward and backward buttons to maneuver between screenshots.

Click on this button to return to your class roster to select a new student.

**If you use the screenshot to enter data for the first trimester be sure you return to the screenshot when entering data second trimester. If you try to change the data on the main page you will get a message that your data is inconsistent.**

# Full Year Inventory Icons and Features, Cont.

Sometimes multiple measures are combined to compile a score for one line item on the report card. For example, on the TK tool there are 3 items listed under phonemic awareness that are combined and entered into one line item on the report card.
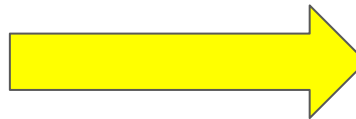


If there are skills you don't assess first trimester, just press "not rated" or NR for that item.



Some districts decide not to assess certain measures in the first and second trimesters because they are skills/subjects that have not been taught. This is a local decision but should be consistent throughout the district. Those items not assessed should be given an NR for not rated. **Reference the Literacy Pacing Guide for items not assessed for each FYI.**

# How To Administer the Full Year Inventory (FYI)

In Transitional Kindergarten and Kindergarten, a Kindergarten Screening Tool (KST) must first be administered to "unlock" the Full Year Inventory.  The Full Year Inventory is open when the gear icon is in color.



*If you receive a student mid-year you will need to quickly complete the KST to then access the FYI.*

To access the FYI, click on the first gear to discover all the measures in the full year inventory.  As you can see, this list includes everything that you will assess over the school year.  Each measure reflects Preschool Learning Foundations,  as well as California standards and expectations for mastery at the end of that grade.

# Directions for Using the Clipboard Feature

The clipboard was set up so a teacher could assess a group of students at one time by selecting the students and then the items to be assessed. As you enter data on the clipboard, the data for each student will then transfer to their file. For example you could assess all of your students at one time on rote counting without having to open each student file. This way you can assess a group all at one time and cut down on your overall assessment time.

**Follow these steps to assess multiple students on one or more measures at a time:**

Step 1:

If you want to include all of your students on the clipboard click the button on the upper left side of the student roster.

-OR-

If you want to assess a small group of students, click on the clipboard icon next to each student's name.

Students: ("2019 - 2020") Active Students | Show Deactivated Students

All    TK

| First Name | Last Name | Grade | Assessments |
|---|---|---|---|
| Fakey | McFakerton | TK | KST 1 5/22/2019   KST 2 Not Started   3   4   TK 1 Incomplete   2   3 |

Step 2:
Click on the "group clipboard" icon in the upper left hand corner. This will enable you to begin selecting areas of the FYI to assess.

# Directions for Using the Clipboard Feature, Cont.

**Step 3:**

Click on the dropdown for

**Select TK-FYI Questions**

Select the grade level questions you want to assess.



**Step 4:**

You will see those measures you want to assess appear below each student's name. Enter in your data for each student. That data will automatically transfer to each student's file.

# Full Year Inventory- Social Emotional/Self

| Descriptors/Rubrics: | Social Emotional/Self Subtests 1-6 |
|---|---|

**Descriptors/Rubrics:**

1. <u>Self Control</u>: Exhibits impulse control, stays seated in assigned areas, keeps body to self, walks indoors, speaks in turn, maintains appropriate voice level and delays gratification
   - **0-Never** displays self control
   - **Rarely** displays self control
   - **Occasionally** displays self control
   - **Usually** displays self control
   - **Consistently** displays self control

2. <u>Respectful</u>:  Uses appropriate words and actions, enjoys positive interactions with peers and adults, takes turns, shares materials, demonstrates honesty, empathy and cooperation
   - **0-Never** displays respect toward peers and adults
   - **Rarely** uses appropriate words and/or demonstrates respect toward peers and adults
   - **Occasionally** uses appropriate words and/or demonstrates respect toward peers and adults
   - **Usually** uses appropriate words and usually demonstrates respect for peers and adults
   - **Consistently** uses appropriate words and consistently demonstrates respect for peers and adults

3. <u>Responsible</u>:  Follows directions, follows classroom and playground rules, takes care of school materials and personal belongings, cleans up after self
   - **0-Never** displays responsibility for personal belongings
   - **Rarely** follows directions and rules, needs frequent prompting in all areas
   - **Occasionally** follows directions and rules, sometimes needs prompting of all areas
   - **Usually** follows directions and rules, rarely needs prompting
   - **Consistently** follows directions and rules, demonstrates independent responsibility

**Social Emotional/Self Subtests 1-6**

Tips:

- Take time during center/choice time and recess as students move freely to notice their interactions and record observations.

- Take into account all the different learning scenarios during the school day (transitions, centers, recess, rug time, etc.) when observing and describing social emotional learning.

- View student behaviors from a growth model.

| Descriptors/Rubrics: | Social Emotional/Self Subtests 1-6 |
|---|---|

**Descriptors/Rubrics:**

4. <u>Independent:</u>  Self directed, completes a task with little assistance,  easily separates from parent/caregiver, manages own needs: bathroom, handwashing, backpack,  jacket
   - **0-Never** displays independent skills, requires assistance in all areas
   - **Rarely** displays independent skills, frequently requires assistance
   - **Occasionally** completes tasks independently, sometimes needs assistance
   - **Usually** completes tasks independently, rarely needs assistance
   - **Consistently** completes tasks independently, requires no assistance

5. <u>Attentive:</u>  Listens and participates in class discussions and activities, focuses on tasks, maintains sustained attention span, engages in learning
   - **0-Never** attends to instruction or activities; may distract others with behavior; needs constant support
   - **Very rarely** attends to lessons and activities; sometimes needs redirection
   - **Occasionally** attends and participates in class lessons and activities; sometimes needs redirection
   - **Usually** attends and participates in class lessons and activities; rarely needs redirection
   - **Consistently** attends and participates in class lessons and activities

6. <u>Diligent:</u> Works to best of ability, persevere through difficult tasks, completes assignments, tries new activities
   - **0-Refuses to work**
   - **Rarely** works to best of ability, gives up easily, does not finish work
   - **Occasionally** works to best of ability, requires support to finish assignments
   - **Usually** works to best of ability, generally completes assignments
   - **Consistently** works to best of ability, perseveres through difficult tasks

**Tips:**

- Take time during center/choice time and recess as students move freely to notice their interactions and record observations.

- Take into account all the different learning scenarios during the school day (transitions, centers, recess, rug time, etc.) when observing and describing social emotional learning.

- View student behaviors from a growth model.

# Full Year Inventory-Literacy

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 7. Names Uppercase Letters<br><br>8. Names Lowercase Letters | Ask the student to name each letter in the respective subtest.. Teacher records each known letter. Options for assessment include:<br>● Show child the full random list of letters and ask child to name the letters<br>● Use randomly arranged flash cards to assess one letter at a time.<br>Teacher indicates known letters. Score and grade are automatically calculated. | Concern: 0-3<br>Emerging: 4-8<br>Progressing: 9-11<br>Meets: 12 + | If you want the letters to be tallied and entered into the report card, you must use the screenshot to indicate which letters the student knows.<br><br>If student knows all letters, click green button. |
| 9. Connects Letters to Sounds | Ask the student to name each letter sound. Teacher records each known sound. When long vowels are listed, ask: "What is the other sound for this letter?" Options for assessment include:<br>● Show child the full random list of letters and ask child to name the letter sounds.<br>● Use randomly arranged flash cards to assess one sound at a time.<br>Teacher indicates known sounds. Score and grade are automatically calculated. | Concern: 0-3<br>Emerging: 4-8<br>Progressing: 9-11<br>Meets: 12 + | |
| 10. Demonstrates Concepts of Print | The first 4 skills require the teacher to use a book and ask the student questions:<br>"Find the front of the book,"<br>"Point to the first word,"<br>"What are these words for?"<br>"What do you think this story is about?"<br>The teacher needs to observe the child with the remaining 3 skills: reading left to right pages, directionality and 1-1 word correspondence. Teacher indicates all correct student responses by clicking on each skill the student demonstrates. | Concern: 0-1<br>Emerging: 2<br>Progressing: 3<br>Meets: 4-7 | The student is not sitting in front of a screen for this assessment; it should be done with a book either individually or in a small group.<br><br>Consider assessing subtest 11 in a different setting. |

# Full Year Inventory-Literacy, Cont.

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 11. Retells Familiar Stories | Teacher selects a familiar read aloud text.  With prompting and support, the teacher attempts to elicit student responses to the prompt, "Start at the beginning, tell me what happened in the story. Use lots of details." Question prompt ideas are in the tip column. Teacher selects student score based on the rubric.  Grade is automatically calculated. | **Concern:** 1 Concept **Emerging:** 2 Concepts **Progressing:** 3 Concepts **Meets:** 4 Concepts | Questions you might ask: Who is in the story? What happened at the beginning? What happened next?  What happened at the end? What is the story mostly about?<br><br>Consider assessing subtest 10 in a different setting. |
| 12. Reads Own Name | Teacher points on the child's name on the computer screen and asks, "What does this say?" | Score of 0 or "Child Reads Name" | You can also say, "Point to your name and say it." |

# Full Year Inventory-Phonemic Awareness

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 13. Syllabication | Teacher says, "Count or clap the syllables (or parts) you hear in these words." | **Concern**: 1 word<br>**Emerging**: 2-3 words<br>**Progressing**: 4 words<br>**Meets**: 5 words | |
| 14. Rhyme Recognition | Teacher says, "Dog and log rhyme. Tell me if these words rhyme."<br>The teacher indicates a correct answer by highlighting word boxes when student response is correct for when words rhyme or do not rhyme.<br><br>Also, if student produces a rhyme, it can be assumed understanding is demonstrated. For example, teacher says, "dog/log" and student does not respond with a "yes" but instead responds, "dog/log/frog". | **Concern**: 1 word<br>**Emerging**: 2-3 words<br>**Progressing**: 4 words<br>**Meets**: 5 words | The response will only be scored correct if the box is highlighted; this indicated the child understands when words rhyme and do not rhyme. |
| 15. Blends onset/rime | Teacher says, "I will say two parts of a word. You put them together to make a new word. Listen, b-ox; box." | **Concern**: 1 word<br>**Emerging**: 2-3 words<br>**Progressing**: 4 words<br>**Meets**: 5 words | |

# Full Year Inventory-Writing

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 16. Prints Name | Student writes name, including one uppercase letter and the remaining letters lowercase, and then the teacher assesses student work utilizing the rubric. | **Concern**: Requires extensive support (copying), writes letter-like forms, inconsistent or incorrect (fisted) pencil grip<br>**Emerging**: Requires some support with printing; prints some letters without help; often forms letters using tripod grip; prints name<br>**Progressing**: Independent in printing tasks; generally prints top down; developing, yet inconsistent, control and neatness; inconsistent letter size<br>**Meets**: Independent in printing tasks, consistently prints top-down, correct letter formation of most letters; consistent size in letter formation; consistent neartness in printing | This should be observed over multiple writing attempts and not just one prompt. |
| 17. Writes letters or letter-like shapes to represent words | Observe these behaviors when child happens to be writing.<br>Teacher assesses using the rubric. | **Concern**: Scribble marks<br>**Emerging**: Prints letter-like forms and some real letters<br>**Progressing**: Prints many upper and lowercase letters; writes some letters to represent sounds<br>**Meets**: Prints all upper and lowercase letters correctly from the top down; writes many words using phonetic spelling | This should be observed over multiple writing attempts and not just one prompt. |
| 18. Shows control in drawing and writing | Teacher says, "Draw a picture and tell me about your picture." Teacher can dictate exactly what student says<br>          -OR-<br>Teacher says, "Draw a picture and write about your picture." | **Concern**: Requires extensive support; inconsistent or incorrect (fisted) grip<br>**Emerging**: Requires some support; demonstrate some hand and finger strength; draws letter-like shapes<br>**Progressing**: Developing, yet inconsistent control; holds paper and writing utensil correctly; using body, arms and fingers<br>**Meets**: Accurately completes directed drawing activities; draws a picture to go with their story; demonstrates consistent control in writing and drawing. | This should be observed over multiple writing attempts and not just one prompt. |

# Full Year Inventory-Listening

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 19. Listens and Responds | This task is observational; the teacher observes and communicates with student, then assesses communication skills utilizing rubric | **Concern**: Intermittent eye contact; one on one restatements needed<br>**Emerging:** Responds with appropriate action with some restatement/demonstration; restatement of direction step(s) intermittently needed<br>**Progressing**: Often responds with appropriate action or requests clarification; follows 2-3 step directions with minimal support<br>**Meets**: Responds with appropriate action or requests clarification; follows 2 (or more) step directions; participates in collaborative conversations | Score this item reflecting on many communication experiences with the child. |
| 20. Use age appropriate speech | This task is observational; the teacher uses the rubric to identify the student's ability. | **Concern**: 1-2 concepts<br>**Emerging:** 3-4 concepts<br>**Progressing:** 5-7 concepts<br>**Meets**: 8 concepts | Score this item reflecting on many communication experiences with the child. |

# Full Year Inventory-Number Sense

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 21. Creates Patterns | Given math manipulatives such as unifix cubes, the teacher creates either an ab pattern or an abc pattern and asks the student if they can make the pattern and then show how to extend the pattern. Then ask child to create their own pattern, then prompt them to make a more complex pattern like aabb. | **Concern**: 1 concept<br>**Emerging**: 2 concepts<br>**Progressing**: 3 concepts<br>**Meets**: 4 concepts | This can be observed or assessed in a formal setting. |
| 22. Counts to 20 | Ask child to count as high as they can go.  You may need to help them get started by saying, 1...2... | **Concern:** Counts to 5<br>**Emerging:** Counts to 10<br>**Progressing:** Counts to 15<br>**Meets:** Counts to 20 or more | |
| 23. Recognizes Numbers 0 to 10 | The teacher point to a number from 0-10 in a random order and asks, "What number is this?" | **Concern:** knows 1-2 numbers<br>**Emerging:** knows 3-5 numbers<br>**Progressing:** knows 6-9 numbers<br>**Meets:** knows 10-11 numbers | |
| 24.  Writes Numbers 0-10 | The teacher says, "Write the numbers from 0-10."<br><br>The teacher determines and indicates whether the student can correctly write numerals based on a written work sample.  The teacher will use the rubric to score. | **Concern:** Requires assistance to write numbers 0-10<br>**Emerging:** Writes numbers 0-10, some reversals; developing neatness<br>**Progressing:** Writes numbers 0-10, some reversals; writes legibly<br>**Meets:**  Writes 0-10; reversals unusual; writes neatly | |

# Full Year Inventory-Number Sense, Cont.

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 25. Counts Objects to 10 | Using real objects, teacher says, " Touch and count each object."<br><br>Try arranging objects in different ways ( circle, square, two lines) for students to count. | | Use real objects. This task could be observational or a one-on-one task. The student may touch, move or organize the objects before or while counting. |
| 26. Compares Quantity to 5 | Teacher presents 2 or more sets of objects or compares number sets on a domino and asks the following questions:<br>● Which set has more?<br>● Which set has less?<br>● Which sets are the same?<br>● Which set has fewer? | | Instead of using dominoes on the screen, try assessing this with real objects. |

# Full Year Inventory-Operations

| Subtests | Directions | Ranges | Tips |
|----------|------------|--------|------|
| 27. Solves addition problems with objects to 5 | Give the student 5 objects and ask if they can show you:<br>● 2 + 1<br>● 2 +2<br>● 1 + 3<br>● 5 + 0 | **Concern**: demonstrates 1<br>**Emerging**: demonstrates 2<br>**Progressing**: demonstrates 3<br>**Meets**: demonstrates 4 | This could be observational or the teacher could set up assessment tasks. |
| 28. Solves subtraction problems with objects to 5 | Give the student 5 objects and ask if they can show you:<br>● 3 – 1<br>● 4 – 2<br>● 2 – 0<br>● 1 – 1 | **Concern**: demonstrates 1<br>**Emerging**: demonstrates 2<br>**Progressing**: demonstrates 3<br>**Meets**: demonstrates 4 | This could be observational or the teacher could set up assessment tasks. |

# Full Year Inventory-Geometry and Measurement

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 29. Names shapes | The teacher points to each shape on the screen and asks, "What is the name of this shape?" | **Concern**: knows 1 shape<br>**Emerging**: knows 2 shapes<br>**Progressing**: knows 3 shapes<br>**Meets**: knows 4 shapes | The teacher may also use real shape objects to ask them to identify. |
| 30. Identifies positions of objects in space | Using real objects or the images on the screen, teacher asks student where the object is in relation to another using the words, over/above, under; beside/next to, on. For example, "Here's the cat, using your words, where's the star?" | **Concern**: knows 1 concept<br>**Emerging**: knows 2 concepts<br>**Progressing**: knows 3 concepts<br>**Meets**: knows 4 concepts | If the child is just pointing to the star, demonstrate with real objects where some items are. |
| 31. Sorts and classifies objects | Give child objects of different color, shape or size. Teacher says, "Sort these objects...How did you sort them? Now put the groups in order from smallest to largest."<br><br>If child needs a prompt, support them by saying, "You could sort them by color." | **Concern:** cannot sort objects<br>**Emerging:** sorts by given category, cannot yet verbalize reasoning<br>**Progressing:** sorts by given category, reasons and verbalizes with prompts<br>**Meets:** sorts by given category and independently verbalizes reasoning | This can be observed through play at centers. |

# Full Year Inventory-Geometry and Measurement, Cont.

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 32. Compares objects and attributes | Using several real objects of differing height, length, weight, and/or color, the teacher asks the student to compare the objects and their attributes.<br><br>Teacher says, "How would you describe this _ _ _ _?" or "How is it different from the other one(s)?"<br><br>**If you use the screenshot:**<br>"Look at these pencils. (Teacher points to the red pencil. How would you describe this pencil?"<br><br>If needed, prompt with, "Is it short? Is it wide? Is it blue? What else can you tell me about this pencil?"<br>Or "Now look at these blocks. How is the black block different from the white one?" | **Concern:** 0-1<br>**Emerging:** 2-3<br>**Progressing:** 4-5<br>**Meets:** 6-7 | |

# Full Year Inventory-Problem Solving

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 33. Applies mathematical thinking to solve problems | Teacher selects student score based on the student's ability to:<br><br>1. Make sense of problems and persevere in solving them.<br>2. Reason abstractly and quantitatively.<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>5. Use appropriate tools strategically.<br>6. Attend to precision.<br>7. Look for and make use of structure.<br>8. Look for and express regularity in repeated reasoning. | **Concern:** seldom or with significant assistance<br>**Emerging:** beginning of independent application<br>**Progressing:** often applies standards<br>**Meets:** consistently applies most standards | This subtest is assessed through observation. When assigning a score, think holistically about the child's problem solving strategies. |

# Full Year Inventory-Physical Development

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 34. Large muscle development | Some large motor skills include: walk with balance, running, jumping, galloping, sliding, hopping, leaping, ball skills, changing direction quickly.<br>The students should also initiate more complex physical activities for a sustained period of time, engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system and engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility. | **Concern:** requires a lot of assistance with large motor activities<br>**Emerging:** needs more practice and support<br>**Progressing:** demonstrates some large motor skills<br>**Meets:** demonstrates strong large motor skills | This assessment is based on observations of student exposure to a sampling of large motor skills. |
| 35. Small muscle development | Teacher selects student score based on the student's ability to show increased and more precise fine motor manipulative skills using hands and arms such as eye-hand manipulation of small objects, writing, cutting, and dressing using snaps, zippers and buttons. | | This assessment is based on observations of student exposure to a sampling of small motor skills. |
| 36. Demonstrates body awareness and directional awareness | Some body and directional awareness skills include: traveling with a large group without bumping into others or falling, traveling forward and sideways while changing direction quickly, use own body, general space and other people's space when locating or relating to other people or objects in space, begin to understand and distinguish between the sides of the body, demonstrates contrasts between slow and fast, balances while walking forward on narrow surface, knows an increasing number of body parts, understands concepts under, over, next to, beside, right, left, in front, forward, and backward. | | |

# Full Year Inventory-Arts and Sciences

| Subtest | Directions | Ranges | Tips |
|---|---|---|---|
| 37. Visual Arts | Teacher selects student score on the rubric based on student's level of engagement with a sampling of the subject standards.  (This is not intended to be used as a checklist.): <br>● Communicate about elements appearing in art (line, texture, or perspective) and describe how objects are positioned in the artwork <br>● Begin to plan art and show increasing care and persistence in completing it <br>● Enjoy and engage with displays of visual art for types of artwork or art activities <br>● Choose own art for display in the classroom or for inclusion in a portfolio or book and explain ideas in some detail <br>● Draw single circle and add lines to create representations of people and things <br>● Begin to create representative paintings or drawings that approximate or depict people, animals, and objects <br>● Make more representational forms out of dough or clay, using tools (rolling pin or garlic press, for example) <br>● Use paper and other materials to make two-and three-dimensional assembled works <br>● Recognize and name materials and tools used for visual arts <br>● Demonstrate increasing coordination and motor control when working with visual arts tools | **Concern:**  unable or refuses to participate <br>**Emerging:** beginning to participate <br>**Progressing:** usually engaged and participates most of the time <br>**Meets:**  fully engaged and participates | Check Volume 2 of Preschool Learning Foundations, pgs. 5-10 for examples. |

# Full Year Inventory-Arts and Sciences

| Subtest | Directions | Ranges | Tips |
|---|---|---|---|
| 38. Performing arts (drama and dance) | Teacher selects student score on the rubric based on student's level of engagement with a sampling of the subject standards.  (This is not intended to be used as a checklist.):<br><br>Drama:<br>● Demonstrate a broader understanding of drama vocabulary<br>● Explain preferences and interests related to participating in drama<br>● Demonstrate knowledge of extended plot and conflict of a participatory drama<br>● Demonstrate extended role-play skills with increased imagination and creativity<br>● Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers<br>Dance:<br>● Engage and participate in dance movements<br>● Connect dance terminology with demonstrated steps<br>● Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again; often initiate a sequence of skills<br>● Use understanding of different steps and movements to create or form a dance<br>● Continue to develop awareness of body in space<br>● Show advanced awareness and coordination of movement with other people in dance or when moving in space<br>● Demonstrate some advanced skills in responding to tempo and timeing through movement<br>● Extend understanding and skills for acting out and dramatizing through music and movement patterns<br>● Invent and recreate dance movements<br>● Improvise more complex dances that have a beginning, middle and an end | **Concern:** unable or refuses to participate<br>**Emerging:** beginning to participate<br>**Progressing:** usually engaged and participates most of the time<br>**Meets:** fully engaged and participates | Check Volume 2 of Preschool Learning Foundations, pgs. 15-19 for examples. |

# Full Year Inventory-Arts and Sciences

| Subtests | Directions | Ranges | Tips |
|---|---|---|---|
| 39. Music | Teacher selects student score on the rubric based on student's level of engagement with a sampling of the subject standards.  (This is not intended to be used as a checklist.):<br><br>● Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch<br>● Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs<br>● Move or use body parts to demonstrate beat, tempo, and style of music, often intentionally<br>● Explore, improvise and create brief melodies with voice or instrument | **Concern:** unable or refuses to participate<br>**Emerging:** beginning to participate<br>**Progressing:** usually engaged and participates most of the time<br>**Meets:** fully engaged and participates | Check Volume 2 of Preschool Learning Foundations, pgs. 11-14 for examples. |
| 40. Science | Teacher selects student score on the rubric based on student's level of engagement with a sampling of the subject standards.  (This is not intended to be used as a checklist.):<br><br>● Properties of materials can be observed, measured and predicted<br>● Different types of plants and animals inhabit the earth<br>● Earth is composed of land, air, and water<br>● Scientific progress is made by asking meaningful questions and conducting investigations<br>As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. | | Check Volume 3 of Preschool Learning Foundations, pgs. 61-83 for examples.<br><br>Items selected in Core Growth are a small example of PLF for Science. |

# Full Year Inventory-Arts and Sciences

| Subtest | Directions | Ranges | Tips |
|---------|-----------|--------|------|
| 41. Social Science | Teacher selects student score on the rubric based on student's level of engagement with a sampling of the subject standards.  (This is not intended to be used as a checklist.):<br>● Understand that being a good citizen involves acting in certain ways<br>● Recognize national and state symbols and icons such as the national and state flags, the bald eagle and the Statue of Liberty<br>● Match simple descriptions of work that people do and the names of related jobs at the school, local community and from historical accounts<br>● Compare and contrast the locations of people, places, and environments and describe their characteristics<br>● Understand that history relates to events, pepople and places of other times | **Concern:** unable or refuses to participate<br>**Emerging:** beginning to participate<br>**Progressing:** usually engaged and participates most of the time<br>**Meets:** fully engaged and participates | Check Volume 3 of Preschool Learning Foundations, pgs. 8-22 for examples.<br><br>Items selected in Core Growth are a small example of PLF for History-Social Science. |

# Core Growth Report Card Tips for
# Transitional Kindergarten Teachers

In order to finalize your FYI report cards for quarters 2, 3 and 4, you will enter attendance; days present, days absent and days tardy. You will also enter comments and complete any additional information from the edit student field.

1. Starting from your student roster list, select the edit students icon.

2. Complete attendance information, add comments for the parents and complete any additional information.

3. Select "Save Changes" button on the upper right hand side of the screen.

**The recommended print size is 11 x 14 (legal); however 8.5 x 11 may be substituted.**

4. Select "Generate Class Report Cards"
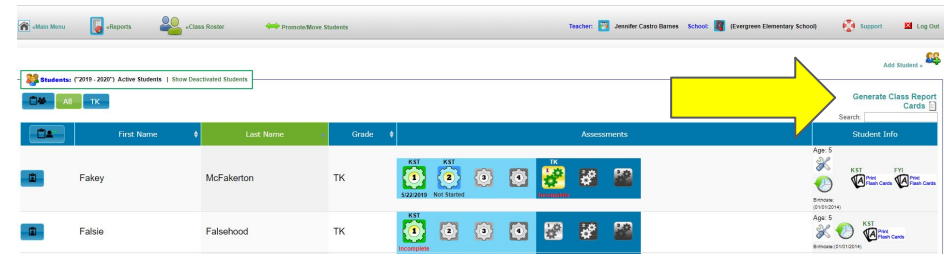
5. Select "Trimester 1", and select either "Generate Bilingual Report Card" or "Generate Student Report Card" for each child. Then select the green button, "Generate Report Card PDF File"
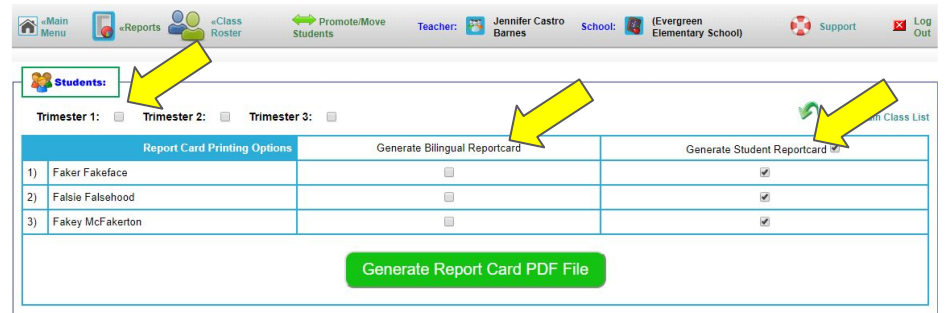
6. Send report cards to a printer that prints double sided. If your printer does not have this feature, you can save and email the PDF file and print from a different location on campus. You can also ask site support to assist you in printing the report card.

# FYI Reports

Click on the Reports Button on the top of the screen

Click on the KST button, on the left side of the screen

Choose the year you want to analyze (current year is the default)

Click on the FYI button for the grade level you want to look on, on the left side of the screen

Choose the **Assessment** data (summary for the total FYI, summary for a section or by individual assessment) you'd like to examine from the drop down menu and the **Report.**   Report options include:

    a.    Population -number of schools, teachers and students with hyperlinks to drill down farther

    b.    Demographic- number and percentage of students in each ethnicity with hyperlinks to drill down into assessment scores by student

    c.    Attributes -number of students with attributes such as preschool and playgroup attendance, EL, speech and language services, etc. with hyperlinks to drill down into assessment scores by student

    d.    Summary - number of tests completed/started, average score and average percentage for the KST summaries or individual lines

    e.    Breakdown - **data and charts at the summary level to show students in Concern, Progressing, Emerging and Mastery levels**

You can drill down into the data by choosing a different assessment, you will then see a blue box on the left with your report.  When you click on the live link for students you can rank your data from lowest to highest or highest to lowest by pressing on these arrows. By clicking on the student's name you will see a more detailed student report - *this feature not yet active.*

# Testing Full Year Inventory 1, 2 and 3

Once the "screening incomplete" button is hit at the top of your FYI assessment, the light for second trimester lights up on the main page.

When you go into second trimester you will find all of your data from first trimester.  As you enter new data, each of the fields will change to a new color.  If the child is at the same level as the first trimester click on the field twice and it will change the color, indicating that the item has been reassessed.

If a student moves into your class mid year from a school not using Core Growth, you will need to first administer the KST as soon as possible.  This will unlock the first Full Year Inventory opportunity.  If the calendar date for the first Full Year Inventory has passed, you will then go into first trimester FYI and enter "NR ALL" (located at the top of the screen) for all measures in order to activate the second Full Year Inventory.  This will allow you to enter data into the system for the correct Full Year Inventory for your new student.

# Transferring Students

**Students Within BCSD:**

If you receive a new student mid year from a school within BCSD, contact Jennifer Castro Barnes, castrobarnesj@bcsd.com, or Brittany Bishop, bishopb@bcsd.com,  in Curriculum and Instruction with the first and last name of the student, the school they came from, and the school where they are newly enrolled.

**Students Outside of BCSD Coming from a Core Growth District:**

If you receive a student from another district in Kern County, they may have already taken the Core Growth assessment.  If you try putting the child's name into the system and you get a notification the child is already in the system, it is likely they came from a district participating in Core Growth.  If this is the case, please email Jennifer Castro-Barnes, castrobarnesj@bcsd.com or Brittany Bishop, bishopb@bcsd.com with the first and last name of the child and the previous school.  They will contact Kern County Superintendent of Schools to initiate the transfer.

**Students Outside of BCSD Coming from a Non-Participating District:**

If you receive a student from outside BCSD and a non-participating district, create the student's account in Core Growth and administer the KST as an entry data point (regardless of the enrollment date).  There will be no Core Growth data following the student as they are not coming from a participating district.

# How to Get Technical Support

Whenever you have a question or if something isn't working correctly for you, please ask your district Core Growth point person, Jennifer Castro-Barnes, ext. 14811, Brittany Bishop, ext. 14903 or submit a support ticket. Support tickets begin with a click on the life preserver to submit a help ticket if you have a question, if you are having difficulty with the tools or have suggestions for improving the coregrowth assessment system.
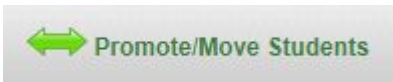


When you click on the life preserver, a ticket will open. Please add as much detail to the description as possible, this will help us solve the problem. The issue will be looked into right away and someone will let you know when the question or problem has been resolved. At any time, you can check on the status of your ticket for notes from the staff or programmers at Core Growth. Once a ticket has been submitted, a technician will get back to you as soon as possible.

When you are finished, **be sure to log out**. Your data will automatically be saved.

# End of Year Promoting/Beginning of the Year Procedures

At the end of each school year your student data is "rolled over" to the new year. To access past report cards click on the "My Files" button on the "welcome page." You will see a record of report cards that have been printed.

Once you know the student's new class assignment, transfer your students to their new teacher by clicking on the transfer button Select students to be transferred and their new teacher.

# Frequently Asked Questions FAQs

1. "How do I get my report card to print correctly?"

   - *Every printer has different settings. Be sure to test out the print options a few days before you need a report card printed. You may need to refer to the printer manual to get the front/back of the report card printing correctly.*

2. "How do I get my password if I can't remember it?"

   - *If your password isn't working correctly then you should reset your password. You will find the button under the log-in boxes. Once you are logged in with your new password you can change your password in the "User Settings."*

3. "How do I change my name on the report card?"

   - *To change your name on the report card go to your user settings on the welcome page. There you will find a tab to change your display name.*

4. "If our school logo is incorrect, how do we get it fixed?"

   - *Your site administrator or Core Growth Coordinator can change/add the logo on your report card.*

5. "I got a new student mid year, what do I do with the earlier FYI assessments?"

   - *When a teacher receives a child mid-year it takes a bit to get the child's file set up. Yes, the teacher needs to enter KST data (real quick estimate) to then open the FYI. Once into the first trimester FYI click on the "Select all" feature at the top so that each measure will show a NR for first trimester. Do the same for second trimester which will then open up the third trimester. This takes about 5-10 min.*

6. "How many people can use my account at once?"

   - You have the ability to have 5 people logged into your account at one time. This will enable you to use classroom assistants to help you gather data on your students at the same time.

7. "What is the difference between the SID and the SSID and which one do we enter in the system for the student?"

   - The SID number is generated by our school district. It is a 6 digit ID that does not follow the student as they move from district to district. The SSID, or State Student ID, is a 10 digit number and it follows and identifies the student as they move from district to district. In Core Growth, you must enter the 10 digit SSID, not the 6 digit SID.