

## Options for FY16 Massachusetts Kindergarten Entry Assessment (MKEA) Implementation

For the 2015-16 school year districts have the option of applying for an alternative pathway to meet the Massachusetts Kindergarten Entry Assessment (MKEA) requirement for the Quality Full-Day Kindergarten (FDK) grant (Fund Code 701). This application needs to be a part of the FDK grant proposal submitted through Fun Code 701 to the Department of Elementary and Secondary Education (Department). Below please find information regarding options and supports available from the Department (ESE) and the Department of Early Education and Care (EEC) to districts for implementing the MKEA.

### 1. Standard MKEA Plan:

- A. Social-emotional and cognitive domains with selected indicators** from MA customized version of Teaching Strategies Gold (TSG)\* or use of equivalent domains in Work Sampling System (WSS) **with the following checkpoints:**

- ✓ Fall: Friday, November 6th, 2015
- ✓ Spring: Friday, June 3rd, 2016

**Districts may choose to upload observational evidence** into TSG or WSS or keep it in another format at the school or classroom level.

- B. Six domains (language, literacy, math, social-emotional, cognitive, physical) with selected indicators** from MA customized version of TSG, or continued use of equivalent domains in WSS **with the following checkpoints:**

- ✓ Fall: Friday, November 6th, 2015
- ✓ Spring: Friday, June 3rd, 2016

**Districts may choose to upload observational evidence** into TSG or WSS or keep it in another format at the school or classroom level.

*\*NOTE: Access to the entire TSG would be available if district wanted to use all indicators instead of the MA customized version.*

#### **Training and supports available if choosing the Standard MKEA Plan (1A or 1B):**

- Online portfolios/licenses for TSG/WSS will be purchased for the district.
- Regional TSG trainings for new teachers for districts in Cohorts 1-3 and for all kindergarten teachers in Cohort 4 districts.
- Technical assistance through the Collaborative for Educational Service (CES) tailored to district needs offered.
- Substitute/stipend funding will be awarded to districts to give teachers time to attend professional development and continue to build their skills around using observational formative assessment.
- Webinars will be available to support districts using TSG.

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**2. Alternative MKEA Pathways:**

Districts have the choice of applying for Alternative MKEA Pathways option A, B, or C, as outlined below. **All districts choosing these options are required to provide a professional development plan as part of their FY16 701 grant application** for administrators, teachers, and instructional assistants with topics including but not limited to:

- Conducting developmentally appropriate observations.
- How to use and combine observational data with other formative assessment data to inform instruction.
- Developmentally appropriate instructional practices that incorporate observation.

Some training and support may be available to districts to implement professional development.

- A. Social-emotional and cognitive domains with selected indicators from MA customized version of TSG** or use of equivalent domains in WSS **without check-points** (using the tool as a guide but not uploading and not doing checkpoints) **or with district determined checkpoint dates, includes a written plan** for how the information gathered will be used to inform instruction. **Online portfolios and licenses will be purchased by EEC for the district.**
- B. Six domains (language, literacy, math, social-emotional, cognitive, physical) with selected indicators from MA customized version of TSG** or use of equivalent domains in WSS **without check-points** (using the tool as a guide but not uploading and not doing checkpoints) **or with district determined checkpoint dates, includes a written plan** for how the information gathered will be used to inform instruction. **Online portfolios and licenses will be purchased by EEC for the district.**
- C. Use of another observational tool or framework which includes social-emotional and cognitive development with a plan** that describes the tool or framework, how it is used to understand children's development and learning, as well as how the observational data will be used to inform instruction.