Dear Pre-Kindergarten Teacher,

Welcome to the Virginia Kindergarten Readiness Program (VKRP) for Pre-K.

We hope that you have had an opportunity to recharge this summer and are excited to begin the 2021-2022 school year. As a teacher, you play a critical role in the physical, social-emotional, and cognitive development of Virginia’s children. Children enter pre-k having had many different experiences and exposure to early learning opportunities. This is especially true this year, as the global pandemic has led to disruption, stress, and in some cases, trauma, for our youngest learners. Teachers may find even larger variations in children’s early learning and social-emotional skills in classrooms this year. As a result, many children will need tailored academic and social-emotional support across the school year to continue building skills that they will use in kindergarten and beyond. Last fall, data from the Virginia Kindergarten Readiness Program (VKRP) showed that 45% of Virginia’s kindergartners started the school year needing support to build foundational skills in literacy, math, self-regulation, and/or social skills.

VKRP gives teachers, schools, and families valuable information about children’s skills in four key areas: Mathematics (measured using the Early Mathematics Assessment System; EMAS), Literacy (measured using the Phonological Awareness Literacy Screening; PALS (pals.virginia.edu)), and teachers’ perceptions of Self-Regulation and Social Skills (measured by the Child Behavior Rating Scale; CBRS). Additionally, there are items for teachers to report on their perceptions of children’s well-being.

Centers, schools, and teachers can use data to help inform instructional decisions that will support children’s learning and social-emotional development. VKRP and other formative and summative assessment data can be used to plan instruction at the group and individual child’s levels. Having information on children’s academic and social-emotional skills, and their well-being will help teachers, schools, and divisions identify barriers to equity and better individualize support for children’s developmental needs. It is critical, now more than ever, that these data are used to inform instructional decisions that are responsive to the trauma, stress, and disruption that children have experienced due to COVID-19.

We have created this manual to help you learn about and maximize your use of the assessments, reports, and resources that make up the VKRP system.

As the state’s public health conditions evolve, VKRP will keep you updated with any changes to administration guidance.

Thank you for your commitment to your children’s well-being and success. We know that this will be another unique year and are here to support you. Please reach out to us with any questions or comments via our toll-free hotline 866-301-8278 ext. 1 or vkrp@virginia.edu or our online chat while you are in the VKRP web portal.

Best regards,

Amanda Williford, PhD
Virginia Kindergarten Readiness Program
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Introduction

Virginia Kindergarten Readiness Program

Project Overview

The Virginia Kindergarten Readiness Program (VKRP) provides teacher, families, and school leaders with an understanding of children’s school readiness skills in four key areas: Mathematics (measured using the Early Mathematics Assessment System; EMAS), Literacy (measured using the Phonological Awareness Literacy Screening; PALS (pals.virginia.edu)), and teachers’ perceptions of Self-Regulation and Social Skills (measured by the Child Behavior Rating Scale; CBRS). It also includes tools to support early learning. At its core, VKRP is a set of coordinated assessments, a reporting system, and a set of instructional resources.

History

VKRP was initiated by Elevate Early Education (E3), a statewide, bipartisan, issue-advocacy organization dedicated to early childhood education. E3, in partnership with the University of Virginia’s Center for Advanced Study of Teaching and Learning (CASTL) and with guidance from the Virginia Department of Education, launched a three-phase approach to creating a statewide, comprehensive kindergarten assessment. In Phase I, CASTL researched and selected assessment tools that could be used statewide to accurately assess readiness skills across a range of domains upon kindergarten entry. During Phase II, VKRP was administered to a group of students who were representative of kindergartners across the Commonwealth, and data indicated that 34% of children arrived at kindergarten unprepared in at least one critical learning domain (literacy, math, self-regulation, and social skills). These results were reported to the Virginia State Legislature which allocated funding to begin statewide implementation of the expanded assessments to provide a more comprehensive snapshot of kindergarten children’s incoming skills. Phase III has included a gradual statewide roll-out of VKRP, allowing for input from administrators and teachers as well as expansion of VKRP to include the beginning and end of kindergarten. In 2018, the Virginia General Assembly passed legislation that requires all kindergarten students to be assessed using VKRP in the fall and spring of the 2019-2020 school year and annually thereafter (HB5002, Item 128, H.) and to develop a version of VKRP to use in assessing pre-kindergartners (HB5002, Item 340, Q.). In Fall 2019, 80 public and private preschool classrooms piloted VKRP. During the 2020-2021 school year, all public preschools had the opportunity to use VKRP to assess children’s self-regulation and social skills.

Present

In 2021-2022, VKRP will be administered statewide in the fall and spring of kindergarten. Beginning Fall 2021, all four-year old children enrolled in VPI classrooms must be administered VKRP assessments in the fall and the spring of the year. This requirement also applies to children that are enrolled in a VPI classroom, but who may not be funded through VPI state dollars (e.g., ECSE children; locally funded children in a classroom that is supported by VPI; VPI children enrolled in a community-provider setting) and Virginia Early Childhood Foundation (VECF) Mixed Delivery Classrooms. (Superintendent’s Memo, #159-21)
Using VKRP in Mixed-Age Classrooms

There will be some mixed age classrooms participating in VKRP this fall. For teachers in mixed age classrooms (3s and 4s), there are currently two options for completing VKRP assessments with children. School Divisions and Programs can determine their guidance to teachers within these options:

1. **Assess 4-year-olds but not 3-year-olds**: Include only your 4-year-old children (turned four on or before September 30) on classroom lists in PALS. Complete the PALS, EMAS, and CBRS assessments for all 4-year-old children on the PALS class list.

2. **Assess 3-year-olds using only CBRS**: Include all children (3-year-olds and 4-year-olds) on the class lists in PALS. In this case, teachers will complete the PALS, EMAS, and CBRS assessments for all 4-year-olds (turned four on or before September 30) on the PALS class list. For 3-year-olds, there is not currently an age-appropriate version of the PALS and EMAS (these will be available fall 2022). However, teachers do have the option of completing the CBRS assessment for 3-year-old children. This is **not** required.

Information on using the CBRS with 3-year-olds: The CBRS has been used with 3-year-old children and has been shown to be reliable and valid with this age group. Therefore, **teachers may complete the CBRS for 3-year-old children in their classroom**. If teachers use the CBRS with 3- and 4-year-old children in their classroom, there may be a wide range of scores on the measure because 3- and 4-year-olds are at different places in their development of self-regulation and social skills. The Interpreting Reports document (available in September) will provide helpful guidance for how to interpret data from the CBRS in mixed age classrooms.
Navigating to VKRP

VKRP and PALS work together to provide you with an efficient online assessment experience—one login and password to remember (PALS) and one entry or upload of your class roster. Classroom information entered in PALS is automatically shared with the VKRP web portal. Verify that your class list is current in PALS before the VKRP window opens to account for all your children. Any update to your classroom information is done on the PALS website.

1. Log into your PALS account using your email and PALS password.

2. Once you’re logged into PALS, select the VKRP tab on the menu bar. This action will take you to the VKRP web portal, where you can access all components of VKRP: assessments, reports, and resources.
**VKRP Web Portal Diagram**

Once you click on the red VKRP tab on the PALS website, you will be directed to the VKRP web portal displayed below.
**VKRP Web Portal Structure**

Use this key in conjunction with the diagram on the previous page to identify the various features of the VKRP system:

A. **Home** – links to the homepage of the VKRP web portal; the landing page

B. **Assessment Guides** – links to Fall and Spring versions of the VKRP *Essential Documents*, *EMAS Video Demonstrations*, and *Practice Assessments* pages

C. **Training** – links to *Teacher Training Checklist* and *My VKRP Training Modules* pages

D. **Reports** – links to *My Reporting Dashboard* and *Understanding Reports* pages

E. **Instructional Resources** – links to *Resources Overview*, *Geometry*, *Patterning*, *Numeracy*, *Computation*, *Self-Regulation*, and *Social Skills* resource pages

F. **Help** – links to *FAQs* and *Contact Us* pages

G. **Connect to PALS** – links back to the PALS homepage

H. **Announcements** – displays important notifications

I. **Training Checklist** – lists three reminders that links to resources to help prepare for VKRP assessments. For returning VKRP users, this section may not display if you have previously selected “Yes, I’m all set.”

J. **View Classroom Reports** – links to all classroom-level reports within the reporting dashboard

K. **Student list** – displays the classroom roster in alphabetical order

L. **Overall status** – a blue check mark appears in this column to indicate that data (i.e., exemption or completed assessment) has been entered for both the EMAS and CBRS for a child.

M. **EMAS assessment** – entry point to the In-Person and Remote math assessments (both available in English and Spanish)

N. **CBRS assessment** – entry point to the self-regulation and social skills assessment

O. **Student reports** – links to all student-level reports for the selected child

P. **Tracking panel** – key to the status of each assessment

Q. **Manage your classroom list via PALS** – links back to the PALS website where changes or updates to classroom rosters are made
How to Prepare for VKRP

Read the Program Manual

Read this manual in its entirety.

Complete the Training Modules/Complete the Remote EMAS Training Module

An in-person or online training is required to administer the VKRP assessments. Even if you have already completed an in-person or online training, it is a good idea to revisit the online training modules to refresh your knowledge and skills. To access, select Training → My VKRP Training Modules → VKRP Training. Modules can be completed in any order and viewed multiple times.

Watch a Video Demonstration of the In-person and/or Remote EMAS

There are two sets of demonstration videos: 1) In-person and 2) Remote. We strongly recommend that you watch the video demonstration of the EMAS that corresponds with the assessment version(s) that you are planning to administer. To access these, select Assessment Guides → EMAS Video Demonstrations.
Try a Practice Assessment

Select Assessment Guides → Access Practice Assessments on the menu bar. Then, select the assessment you would like to practice: In-person EMAS, In-person Spanish EMAS, Remote EMAS, Remote Spanish EMAS, or the CBRS. You should practice the in-person and/or remote version of the EMAS to become familiar with the questions, flow of the assessment, and manipulatives required. You should practice the CBRS to learn the behaviors you will observe and rate for each child.

Verify Classroom Roster in PALS

Verify that your class list is current in PALS before the VKRP window opens to account for all your children. Any updates to your classroom roster are done through the PALS website.
The Early Mathematics Assessment System (EMAS)

What is the EMAS?

The Early Mathematics Assessment System (EMAS) is a reliable and valid, research-based assessment of early mathematical thinking, that draws on modern cognitive science as well as developmental and educational research. Created by Dr. Herb Ginsburg and colleagues at Teachers College, Columbia University, and expanded and adapted by researchers at CASTL, the EMAS is designed to measure a broad range of mathematical content.

EMAS at a glance

- This fall, teachers will have the option of administering the In-person or the Remote EMAS to children. When possible, the preferred version of administration is the In-person EMAS.
- Teachers administer the assessment to children individually, using a flip book (in-person) or PowerPoint slides (Remote EMAS) and specific manipulatives.
- The assessment takes approximately 20-25 minutes per child to administer.
- Items are designed to capture a wide range and variety of early math skills. Children are not expected to get all items correct.
- It uses hands-on materials to engage children and to help teachers observe children’s thinking.
- It is aligned with Virginia’s Early Learning and Development Standards (ELDS; 2021) and Clements and Sarama’s Mathematics Learning Trajectories (2009). See Appendix A for a full list of Fall EMAS Items and ELDS/Trajectory Alignment.

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Comparing the In-Person and Remote EMAS

<table>
<thead>
<tr>
<th>In-Person EMAS</th>
<th>Remote EMAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Available in English and Spanish</td>
<td>• Available in English and Spanish</td>
</tr>
<tr>
<td>• All tasks are administered in-person.</td>
<td>• A subset of tasks is administered virtually. Tasks that</td>
</tr>
<tr>
<td>• Teacher uses a physical flip book and manipulatives and follows the script</td>
<td>cannot be administered virtually will be skipped.</td>
</tr>
<tr>
<td>and follows the script in the online application.</td>
<td>• Teacher uses PowerPoint or Google Slides as an online flip book and</td>
</tr>
<tr>
<td>• Once the assessment is complete:</td>
<td>follows the script in the online application; children will need some</td>
</tr>
<tr>
<td>◦ The EMAS will be considered “Complete” on the landing page and reports.</td>
<td>manipulatives at home.</td>
</tr>
<tr>
<td>◦ All EMAS data will be available in student and classroom reports.</td>
<td>• There are modified administration directions and materials. Two devices</td>
</tr>
<tr>
<td></td>
<td>(e.g., computer, iPad, etc.) are recommended for teachers.</td>
</tr>
<tr>
<td></td>
<td>• Once the assessment is complete:</td>
</tr>
<tr>
<td></td>
<td>◦ The EMAS will be considered “Complete” on the landing page and reports.</td>
</tr>
<tr>
<td></td>
<td>◦ EMAS data will be available in student and classroom reports.</td>
</tr>
</tbody>
</table>

It is important to note that we do not have precise psychometric data on the remote version of the EMAS. Although the team worked hard to choose a set of items that can be reliably administered while children are remote, we have not yet validated that the In-person EMAS and the Remote EMAS are equivalent measures.
In-person EMAS

What skills are assessed with the Fall EMAS?

The fall In-person EMAS consists of 33 items. The assessment is divided into foundational mathematics skills within the subdomains of Geometry, Patterning, Numeracy, and Computation:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geometry</strong></td>
<td><strong>Patterning</strong></td>
<td><strong>Numeracy</strong></td>
<td><strong>Computation</strong></td>
</tr>
<tr>
<td>• Shape Recognition</td>
<td>• Recognizing Patterns</td>
<td>• Counting and Cardinality</td>
<td>• Addition</td>
</tr>
<tr>
<td>• Shape Properties</td>
<td>• Reproducing Patterns</td>
<td>• Subitizing</td>
<td>• Subtraction</td>
</tr>
<tr>
<td></td>
<td>• Extending Patterns</td>
<td>• Describing Changes in Sets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Numerals</td>
<td></td>
</tr>
</tbody>
</table>

How to Administer the In-Person EMAS

Because the In-person EMAS is a direct assessment that requires in-person administration, we are providing implementation recommendations in accordance with health and safety guidelines.

**Step 1: Prepare for the Assessment**

- Select an assessment location with good ventilation (i.e., an open area like a hallway or multipurpose room where air can flow freely).
- Design your assessment space. **Maximize the space between you and the child**, at least three feet apart, while ensuring that you can see their responses.
- Use sheet protectors and/or laminate mats and pattern cards to make sanitizing easier after each assessment, consider having children wear gloves, OR make copies of mats and/or patterning cards to build individual manipulative sets for children. These items can be downloaded within the VKRP web portal under Assessment Guides → Essential Documents.

Consult the list on the next page to ensure that your VKRP kit has all the necessary materials to administer the fall In-person EMAS. Please inform your **VKRP school contact** of any missing items so they can place an order for you.
### Assorted materials
- 1 – Flipbook pages
- 1 – Dry-erase marker
- 20 – Chips
- 3 – Number cards 4, 7, 8

### Pattern cards
- 5 – Dog
- 5 – Basketball
- 4 – Flowerpot
- 8 – Cupcake

### Shape manipulatives
- 1 – Equilateral triangle
- 1 – Square

### Mats
- 1 – Subitizing 4 & 6
- 1 – Laminated animals
- 1 – Ten frame

---

**Step 2: Start the Assessment**

- Sanitize the assessment area and all materials, using [EPA-registered household disinfectant](EPA-registered household disinfectant), prior to selecting a child to work with you.

- Follow your school’s guidelines for mask wearing.

- Wash your hands with soap and water or use hand sanitizer before starting the assessment. Instruct your child to do the same.

- Select the child and assessment.
  - First, click the EMAS button next to your child’s name.
  - Then, click the drop-down arrow to choose the assessment version you will administer.
  - Select “English In-Person or Spanish In-person.”
  - Verify that you have chosen the correct version and click “Begin.”
• Verify the child’s name by selecting the “Confirm Student” button.

![Confirm Student Name](image)

- If you accidentally select the wrong child’s name, you can change to the correct name by clicking “Select Another Student,” which will display a dropdown of your class list.

• Select the administration condition.

  o Standard Administration
    - In most cases, you will administer the assessment under standard conditions. To begin, select the green button, “Proceed with Standard Administration.”

  ![Proceed to Assessment](image)

  o Exempt or Non-Standard Administration
    - In rare cases, a child may qualify as exempt from this assessment or need to be assessed using non-standard procedures. When you click “Select Exempt or Non-Standard Administration” you will be given the following options:
      - “Non-Standard” – Refer to the Administration Conditions Table on page 24 for more information.

![Administration Options for Exempt and Non-Standard Students](image)
• “Exempt”

VKRP is a state-wide assessment tool that the Commonwealth of Virginia uses to measure readiness and growth; therefore, all pre-kindergartners, including children with disabilities, are required to be assessed. Exemptions are rare; however, there are limited reasons for exemptions. From the drop-down menu, please select the reason for the exemption using the following criteria:

i. For children with IEPs, the IEP team should discuss and establish what constitutes sufficient evidence for an exemption based on disability.

   **NOTE:** An exemption from the PALS assessment does **not** automatically exempt a child from the EMAS.

ii. A serious illness or medical condition which prevents a child from participating during the assessment period.

iii. A family requests an exemption. In this case, it is important to inform families that non-participation means teachers and families will not receive information on their child’s skills and progress contained in the assessment score reports.

iv. Other – Teachers should use this response only after consultation with their administrative team and will need to provide specific details in the text field provided.

   - Select the appropriate option from the drop-down and provide an explanation when prompted. Then, click “Submit.”
Step 3: Administer the Assessment

- Administer each item.
  - Text in green is the script read aloud to children. Non-verbal instructions are in brackets. Adhere to both verbal and non-verbal directions to maintain consistency in administration across children.
  - Some items begin with a demonstration (DEMO) to familiarize children with rules of the task. These items are not scored.
- Record child’s response.
  - Correct response(s) is written in the green button and always listed first.
  -Possibly correct response(s) is written in the orange button. Children can receive a point if they answer correctly following a possibly correct scaffold.
  - Incorrect response(s) is written in the red button. Some incorrect responses lead to a follow-up question that helps children reach a correct answer; however, they typically do not receive credit at this point. Instead, you will see a “Correct with help, point not awarded” indicator on their report.
  - The previous button allows you to go back one question during the assessment.
- Pay attention to administration notes.
  - Some items note a timeframe, but the items are not timed. Please move on to the next step if the child does not answer in the general time indicated.
  - Depending upon the child’s response, you may be prompted to give a scaffold or feedback.
- Take a break if needed.
  - The EMAS auto-saves responses. If a child needs a break, stop the assessment by clicking the Home button on the menu bar and resume at a later time/day.
- Press the submit button once you complete the assessment.
  - There is a textbox at the end of the EMAS where you can type in optional notes about the assessment (i.e., child’s use of strategies, math language). These notes will print with the Teacher Comments Report. Be sure to press submit when finished.
Remote EMAS

VKRP has adapted the EMAS for online administration when there is no option to assess a child in-person.

Remote EMAS at a glance

- The Remote EMAS is an adaptation of the In-person EMAS assessment and can be conducted remotely with children who are engaging in virtual learning.
- Most items in the In-person and Remote EMAS are the same.
- Some items have been adapted to work in a virtual setting.
- Some items will be skipped.
- The assessment should take approximately 15 minutes to complete.
- The Remote EMAS should only be used in cases where it is not possible to administer the In-person EMAS.
- There are some differences in the information provided on VKRP reports for the In-person and Remote EMAS.

What skills are assessed with the Fall Remote EMAS?

The fall Remote EMAS consists of 21 items. The assessment is divided into foundational mathematics skills within the subdomains of Geometry, Numeracy, and Computation:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td>Patterning</td>
<td>Numeracy</td>
</tr>
<tr>
<td><img src="image" alt="Geometry" /></td>
<td><img src="image" alt="Patterning" /></td>
<td><img src="image" alt="Numeracy" /></td>
</tr>
<tr>
<td>• Shape Recognition</td>
<td>• Recognizing Patterns</td>
<td>• Counting and Cardinality</td>
</tr>
<tr>
<td>• Shape Properties</td>
<td></td>
<td>• Subitizing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Numerals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describing Changes in Sets</td>
</tr>
</tbody>
</table>
Remote EMAS Items

Many items on the In-person and Remote EMAS are the same. However, there are some items that are not feasible to administer in a remote way. These items will either be skipped or adapted.

- Skipped items – Some items that require physical manipulatives to properly assess the skill will be omitted from the assessment to remove the challenge of administering them in a virtual setting.

- Adapted items – Other items have been slightly adapted to be administered virtually. These items will show updated scripts or instructions.
  
  o The sample task below requires you to play a video within the PowerPoint instead of using the corresponding subitizing mat used in the In-person EMAS assessment.

  ![Sample task](image)

  o The sample task below has been adjusted to have fewer applicable response choices. Ignore any extra buttons that say, “Do Not Click.”

  ![Sample task](image)
How to Administer the Remote EMAS

Step 1: Prepare for the Assessment

- Watch the VKRP Remote EMAS Training Module (Training → My VKRP Training Modules → Remote EMAS Training).
- Watch the VKRP Remote EMAS Demo Video (Assessment Guides → EMAS Video Demonstrations).
- Check the following materials list to ensure you have access to all the necessary supplies:

<table>
<thead>
<tr>
<th>Teacher materials</th>
<th>Student materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer with video &amp; audio capability – two devices recommended</td>
<td>Computer/laptop with video &amp; audio capability</td>
</tr>
<tr>
<td>Reliable Internet access</td>
<td>Reliable Internet access</td>
</tr>
<tr>
<td>Video conference application (i.e., Google, Zoom)</td>
<td>Video conference application (i.e., Google, Zoom)</td>
</tr>
<tr>
<td>VKRP Fall Remote EMAS PowerPoint file*</td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td>Pencil or other writing utensil</td>
</tr>
</tbody>
</table>

* For the remote version of the EMAS, you will use a PowerPoint slide version of the flip book pages that you can download by selecting Assessment Guides → Essential Documents. Be sure to download the PowerPoint file ahead of time. The file is large and may take time to download.

Device Options:

1. Two Devices (Recommended) – Any combination of laptops, desktops, monitors, and tablets can be used for this method. Whenever possible, we recommend using two devices when administering the Remote EMAS. One device connects to the child via a video conference application where you share the PowerPoint slide deck with the child. A second device is used to access the online assessment application in the VKRP web portal where you read the script and enter responses.
One Device – You can also administer the assessment using one device, though it is slightly more complex to set up. When sharing your screen with the child, it is very important that the child only sees the PowerPoint slides, and NOT the VKRP assessment portal where you will be recording answers.

**How to Setup your Device and Screen Share**

**Device A** – Open the VKRP assessment portal. This is where you will access the assessment, read the script, and enter responses.

**Device B**

1. Download and open the VKRP Fall Remote EMAS PowerPoint.
2. Connect to your child via a video conference application.
3. “Share Screen” the PowerPoint in **SLIDE SHOW View** so your child only sees the slide images.
4. Select “Share Sound” to ensure that your child can hear the video in the PowerPoint.

2. One Device – You can also administer the assessment using one device, though it is slightly more complex to set up. When sharing your screen with the child, it is very important that the child only sees the PowerPoint slides, and NOT the VKRP assessment portal where you will be recording answers.

**How to Setup your Device and Screen Share**

1. Open the VKRP assessment portal in one browser. Resize the browser and place on one side of your screen.
2. Download and open the VKRP Fall Remote EMAS PowerPoint. Resize the PowerPoint and place on the opposite side of the browser. Then, select **READING View**.
3. Connect with your child via a video conference application.
4. Select “Share Screen → Advanced → Portion of Screen.” A green rectangle will appear, indicating what your child will see. Fit the green rectangle over the slides only.

**Key Setup Reminders**

- Make sure your device(s) are set up properly and that you can share screen (and sound) while you are able to view the assessment system.
- It is important to share your computer sound so that the child can hear the video in the PowerPoint.
- The online assessment application should never be in the child’s view.
• Practice the assessment using the device option and setup of your choice.
  o Familiarize yourself with the online assessment application. As noted above, some items on the EMAS have been adapted or skipped to fit the remote assessment environment. It is important that you practice the Remote EMAS a couple of times to become familiar with the script as well as the response options and pathways. See Appendix A for the list of items that are skipped or adapted in the remote version.
  o Familiarize yourself with the PowerPoint slide deck and how it corresponds with the steps in the online application. Practice reading the script while clicking through the PowerPoint to get comfortable with which slides to show for each step.

• Contact caregivers to notify them of your assessment schedule and enlist their assistance in ensuring their child has the necessary manipulatives available on that date. This may also be a good time to remind caregivers to refrain from providing hints or helping their child answer questions during the assessment.

**Step 2: Start the Assessment**

• Before beginning the assessment, make sure your child has the necessary manipulatives available and ready at home. You may want to get your child to show these items to you prior to beginning the Remote EMAS.
  o If the child does not have the items, follow-up with their caregiver.

• Select the child and assessment.
  o First, click the EMAS button next to your child’s name.
  o Then, click the drop-down arrow to choose the assessment version you will administer.
  o Select “English Remote/Virtual Assessment or Spanish Remote/Virtual Assessment.”
  o Verify that you have chosen the correct version and click “Begin.”

• Verify the child’s name by selecting the “Confirm Student” button.
If you accidentally select the wrong child’s name, you can change to the correct name by clicking “Select Another Student,” which will display a dropdown of your class list.

- Select the administration condition.
  - Standard Administration
    - In most cases, you will administer the assessment under standard conditions. To begin, select the green button, “Proceed with Standard Administration.”
  - Exempt or Non-Standard Administration
    - In rare cases, a child may qualify as exempt from this assessment or need to be assessed using non-standard procedures. When you click “Select Exempt or Non-Standard Administration” you will be given the following options:
      - “Non-Standard” – Refer to the Administration Conditions Table on page 24 for more information.
• “Exempt”

VKRP is a state-wide assessment tool that the Commonwealth of Virginia uses to measure readiness and growth; therefore, all pre-kindergartners, including children with disabilities, are required to be assessed. Exemptions are rare; however, there are limited reasons for exemptions. From the drop-down menu, please select the reason for the exemption using the following criteria:

i. For children with IEPs, the IEP team should discuss and establish what constitutes sufficient evidence for an exemption based on disability.

**NOTE:** An exemption from the PALS assessment does **not** automatically exempt a child from the EMAS.

ii. A serious illness or medical condition which prevents a child from participating during the assessment period.

iii. A family requests an exemption. In this case, it is important to inform families that non-participation means teachers and families will not receive information on their child’s readiness and progress contained in the assessment score reports.

iv. Other – Teachers should use this response only after consultation with their administrative team and will need to provide specific details in the text field provided.

- Select the appropriate option from the drop-down and provide an explanation when prompted. Then, click “Submit.”

- Prepare your child on the Introduction Page.

  o On the first page of the assessment, there is an opportunity to make sure that your child has what they need to get started. These steps include:

    ▪ Double-checking that your child’s camera is on and that you can both see each other in the smaller window.

    ▪ Making sure your child has the paper and writing utensil needed.
• Making sure that your child knows how to hold the piece of paper in front of the camera to show their responses later in the assessment.

Step 3: Administer the Assessment

• Coordinate the PowerPoint slides and the online assessment application.
  
  o You will screenshare the slides with the child while reading the script that is written in the online application. **Make sure the child cannot see the online assessment application.**
  
  o Note that the images and task trackers in the slides will correspond with the associated task in the online application.

  | ![Module 1 of 4 | Task 1 of 9](image1.png) |
  | ![Module 1 of 4 | Task 1 of 9](image2.png) |

  o Some tasks do not include any images. For these tasks, you will come to a blank slide as shown below. Notice the task(s) listed on the bottom right of the slide. Stay on this slide while you administer the listed task(s).

  | ![Module 1 of 4 | Task 1 of 9](image3.png) |

• Administer each item.
  
  o Text in green is the script read aloud to children. Non-verbal instructions are in brackets. Adhere to both verbal and non-verbal directions to maintain consistency in administration across children.
  
  o Some items begin with a demonstration (DEMO) to familiarize children with rules of the task. These items are not scored.
• Record the child’s response.
  o Correct response(s) is written in the green button and always listed first.
  o Possibly correct response(s) is written in the orange button. Children can receive a point if they answer correctly following a possibly correct scaffold.
  o Incorrect response(s) is written in the red button. Some incorrect responses lead to a follow-up question that helps children reach a correct answer; however, they typically do not receive credit at this point. Instead, you will see a “Correct with help, point not awarded” indicator on their report.
  o The previous button allows you to go back one question during the assessment.

• Take a break if needed.
  o The EMAS auto-saves responses. If a child needs a break, stop the assessment by clicking the Home button on the menu bar, and resume later.
  o If you or the child experience technical difficulties, the data will be saved, and you can begin the next assessment session where you stopped.

• Pay attention to administration notes.
  o Some items note a timeframe, but the items are not timed. Please move on to the next step if the child does not answer in the general time indicated.
  o Note that some sections of the script may be harder for the child to hear in a virtual setting.
  o Depending upon the child’s response, you may be prompted to give a scaffold or feedback.

• Press the submit button once you complete the assessment.
  o There is a textbox at the end of the EMAS where you can type in optional notes about the assessment (i.e., child’s use of strategies or math language). These notes will print with the Teacher Comments Report. Be sure to press submit when finished.
EMAS Administration Considerations

Accommodations and Modifications

Most children will complete the EMAS under standard administration conditions. There are allowable accommodations for children that can be made to the assessment administration that still fall under the “Standard Administration” category because they do not change the construct being measured. However, in some cases, children will be assessed under non-standard administration conditions. Modifications made for “Non-Standard Administration” could change the construct being measured. Examples include simplifying or altering directions or any translation of the EMAS for children with a native language other than English and Spanish. In these cases, start the EMAS as you would for any child, and follow the steps to complete a “Non-Standard Administration” of the assessment. Refer to the Administration Conditions Table on the next page for a list of approved accommodations and modifications along with their required documentation.

Administration with English Language/Multilingual Learners

There are currently three options for administering the EMAS with English Language Learners (see Appendix D for detailed information about Using VKRP with English Language/Multilingual Learners):

1. **Administer the EMAS in English.**

2. **Administer the EMAS in the child’s native language.**
   
   - If the child’s native language is Spanish, select “EMAS” next to the child’s name. Then, select the version (Spanish In-person or Spanish Remote/Virtual Assessment) that you will administer from the drop-down. Individuals who administer the Spanish EMAS must be fluent in Spanish and have successfully participated in a VKRP training session. Then follow the administration guidelines outlined for that version of the EMAS (In-person or Remote) previously outlined in this manual.

   - For children whose native language is not English or Spanish, the EMAS must be locally translated prior to assessment administration. Individuals who administer the assessment in a child’s native language should be fluent in that language and have successfully participated in a VKRP training. If you choose this option, then you would select the English In-Person or English Remote/Virtual Assessment → Non-Standard Administration and note the use of a translated EMAS in the textbox provided.

   - When a child is assessed in their native language (Spanish EMAS or another translation) the scores will be incorporated into all the classroom-level reports, student-level reports, and the family information report.

3. **Administer the EMAS in English AND Spanish.** This option is only available for children who are English-Spanish Language Learners. At this time, we are unable to claim equivalence between the English and Spanish EMAS; therefore, scores on either assessment could be giving different, but equally valuable information about children’s mathematics proficiency in English and Spanish.
- When a child is assessed in English and Spanish, the child’s scores on the English EMAS will be incorporated into the classroom-level reports, student-level reports, and the family information report. The child’s scores on the Spanish EMAS will be provided on a separate student-level report.

### Administration Conditions Table

<table>
<thead>
<tr>
<th>STANDARD ADMINISTRATION</th>
<th>Examples</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allowable Practices</strong></td>
<td>Using multiple testing sessions to administer the assessment&lt;br&gt;Taking breaks between tasks&lt;br&gt;Scheduling assessments for a child’s optimal times&lt;br&gt;Repeating directions&lt;br&gt;Repeating demonstration items&lt;br&gt;Including hand motions with oral directions where appropriate (e.g., multi-step questions)&lt;br&gt;Using altered lighting (to decrease glare or increase lighting, moving away or toward light source)&lt;br&gt;Allowing children to repeat directions (to check for understanding)&lt;br&gt;Allowing children who are non-verbal to respond by pointing rather than vocalizing as indicated in instructions</td>
<td>No documentation required</td>
</tr>
<tr>
<td><strong>Accommodations</strong></td>
<td>Using an auditory aid (e.g., FM system, sound field system)&lt;br&gt;Using visual supports to outline expectations and/or visual schedule (e.g., FIRST, Work. THEN, Break.)&lt;br&gt;Using various writing devices for the written portion of the assessment (e.g., paper and pencil, white board, and dry-erase marker)&lt;br&gt;Using assistive technology (e.g., magnifier, video magnifier, pointer, Velcro landing pad or slide-proof mat for manipulatives)&lt;br&gt;Using tactile test materials for shape recognition and patterning tasks (e.g., APH geometric shapes, real tangible items like eraser-pencil-eraser-pencil in place of frog-hat picture pattern)</td>
<td>Yes, must be documented in the child’s IEP</td>
</tr>
<tr>
<td><strong>NON-STANDARD ADMINISTRATION</strong></td>
<td>Simplifying/altering directions</td>
<td>Yes, must be documented in the child’s IEP</td>
</tr>
<tr>
<td><strong>Modifications</strong></td>
<td>Using a translated version of the EMAS (other than the Spanish-language EMAS)</td>
<td>No documentation required</td>
</tr>
</tbody>
</table>
The Child Behavior Rating Scale (CBRS)

What is the CBRS?

The Child Behavior Rating Scale (CBRS) is a teacher reported measure of two areas of children’s social-emotional skills:

- **Self-regulation skills:** skills that support children to manage their attention, emotions, and behaviors to adapt to the demands of the school environment (e.g., listen to others, follow expectations and multi-step directions, and stay focused on tasks).

- **Social skills:** skills that support children to successfully navigate interactions and build relationships with peers and adults (e.g., cooperate in a group, express thoughts, and emotions, and resolve conflicts in a positive way).

VKRP uses the CBRS to measure these two skills because it has been proven to be reliable and valid across culturally diverse contexts.

CBRS at a glance

- The CBRS is a short rating scale that teachers complete outside of instructional time.

- It assesses a teacher’s perception of a child’s behavior with other children, adults, and materials and tasks in the classroom or virtually.

- It includes a set of 17 items that are completed using a rating scale from 1 to 5 to determine the frequency of certain behaviors.

- It takes approximately 1 to 3 minutes to complete per child using the online system.

- It is completed both in the fall and spring for each child.

CBRS – Well-Being Items

Understanding children’s social-emotional skills and well-being can help teachers, schools, and divisions better individualize support for children’s developmental needs. Teachers report on five items that focus on children’s well-being.

There is also an item that allows teachers to indicate whether they have concerns about a child’s well-being. Teachers will also record how many days per week they are interacting with children in person and how many days in a virtual context.

These items along with the Well-Being Summary Report are designed to provide standardized information about teacher perceptions of children’s well-being. This information can help facilitate conversations between teachers, instructional leaders, and families on structural inequities (e.g., differential impacts of COVID-19 on families depending on racial or ethnic identity or socio-economic status, experience of implicit or explicit bias), whether children are being served equitably, professional development needs for teachers and how best to support all children.
CBRS Administration Considerations

With schools continuing to operate differently this fall, observing some of the behaviors on the CBRS may be challenging. Do your best to rate children’s behavior on each item by incorporating observations made through face-to-face and virtual interactions. There is a text box at the end of the measure where you can record additional information/observations.

**Step 1: Be Intentional in Noticing Behaviors**

The first step in completing the CBRS is learning more about children in your class and noticing their behaviors (either in-person or within online contexts). When you intentionally observe children, you can gather critical information about their behavior in context. For example, you can identify when and where certain behaviors are most likely to occur and what happens before, during, and after the behaviors.

Some teachers like to keep notes of their observations of children prior to completing their ratings. Although this is not necessary, keeping notes about specific behaviors that you noticed is most helpful.

- Take notes on specific, observable behaviors. Take time to pause and notice whether your feelings or relationship with the child are influencing how you interpret and report on a child’s behavior.

- Confer with other teachers or staff who regularly interact with or observe a child to capture their abilities across contexts. It can be helpful to incorporate the behaviors and skills they notice into your ratings.

- Please read items 12, 13, 20, 21 carefully. They are worded differently than the rest of the items.

**Step 2: Start the Assessment**

In the fall, we recommend that CBRS ratings be completed no earlier than four weeks into the school year. This ensures you have time to learn more about children and notice their interactions across the day and in different situations.

1. When your assessment window opens, use the VKRP online system to enter your CBRS ratings for each child. Look for the child’s name in your list and click on the corresponding CBRS button.

2. Verify the child’s name and select the “Confirm Student” button.

3. Select the administration condition.

   - Standard Administration
In most cases, you will administer the rating scale under standard conditions. To begin, select the green button, “Proceed with Standard Administration.”

- Exempt

  In rare instances, a child may qualify for an exemption (see page 12 or 20 for allowable exemption reasons). After you click “Select Exempt,” a reason for the exemption must be selected from the drop-down. If “other” is selected, you will be prompted to provide an explanation in the text box. An explanation is required to submit the request.

**Step 3: Enter the Ratings Online**

You will need to enter all ratings in one sitting for a child. Partially completed assessments cannot be saved. If you need to come back to a child’s assessment, you will need to restart the CBRS.

- If you have difficulty rating an item, or if you feel you’ve had few opportunities to observe the specific child behavior, do your best to rate that item and then use the following language in the text field at the end of the assessment: “I did not have ample opportunity to observe this child and am uncertain of my ratings on the following items: (list the item numbers individually separated by a comma (i.e., 11, 12, 13, 14)).”

- Using specific language will help the VKRP team analyze the information in the text fields and to note which CBRS items may have been particularly challenging to observe in light of the instructional format.

In addition to the ratings, a textbox at the end of the assessment allows you to record additional information/observation about a child, which will print on your Teacher Comments Report. Be sure to press “Submit” when you are done entering ratings and notes.
Administration with English Language/Multilingual Learner

According to Virginia’s most recent VKRP data, the CBRS demonstrates satisfactory subscale reliability for teacher report of self-regulation and social skills in student samples identified as English Language/Multilingual Learners. Further investigation showed that the relationship among the CBRS, the EMAS, and the PALS sum score are in the same direction with similar magnitude when comparing English Language/Multilingual Learners to native speakers, therefore, suggesting that this tool is appropriate to use with English Language/Multilingual Learners to identify children who teachers perceive need additional scaffolding to develop the skills necessary to be successful in the classroom. Teachers, however, should use caution when interpreting the data as it does not provide information as to why the child might need additional support or whether the teacher’s biases influenced their perception of the child’s behavior (see Appendix D for detailed information about Using VKRP with English Language/Multilingual Learners and Appendix C for more information on the CBRS and Teacher Bias).

The data from the CBRS can guide next steps. However, it needs to be combined with other information to best support the child. For children who are English Language/Multilingual Learners, knowing their English receptive and expressive language skills as well as their early English literacy skills are critical.
Reports

Reports Overview

VKRP is not just a set of assessments. It is also a reporting system that provides a detailed snapshot of children’s skills in the fall and spring. These reports provide detailed, actionable information to help meet children’s needs at their current skill levels and to give a snapshot of how children’s skills have grown across the year.

School and division-level reports provide data that can be used in combination with other information collected to better understand the needs of children at the beginning and end of pre-kindergarten. These data can help guide resource allocation, target professional development, and inform instruction for the following academic year.

A separate document - *Interpreting Reports* that includes an overview of all available classroom and student reports as well as how to access and interpret these reports will be posted in *Reports → Understanding Reports* beginning mid-September. Suggestions on how to use VKRP data to reflect on instruction and utilize the resources provided by VKRP will be included in that document.

VKRP provides individual and integrated reports across four domains:

- Mathematics (EMAS)
- Self-regulation (CBRS)
- Social skills (CBRS)
- Literacy skills (PALS)

VKRP provides you with four different types of reports:

<table>
<thead>
<tr>
<th>Classroom-level Reports</th>
<th>Student-level Reports</th>
<th>Family Information Report</th>
<th>Growth Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Icon" /></td>
<td><img src="image2" alt="Icon" /></td>
<td><img src="image3" alt="Icon" /></td>
<td><img src="image4" alt="Icon" /></td>
</tr>
</tbody>
</table>

Provide data on all children in a classroom at the domain and subdomain levels

Provide detailed information about a child’s skills in math, self-regulation, and social skills

Provides a handout that can be shared or used to communicate information with families

Provide data on how children’s skills have grown from fall to spring

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3 For children assessed with both the English-language EMAS and Spanish-language EMAS, they will have two EMAS item-level reports – one that reports data on the English-language EMAS and one that reports data on the Spanish-language EMAS.
Types of Data Included in Reports

1. **Raw scores and averages** – For mathematics, this is the total number of items a child got correct. For self-regulation and social skills, this is the average rating that a child received across items.

2. **Scaled scores** – For the reports that include EMAS total raw scores, a scaled score is also included. Because the number and difficulty of items differ across the fall and spring assessments, we convert the raw score into a scaled score so you can track your children’s mathematics growth from fall to spring.

3. **Item-level data** – For the student-level mathematics, social skills, and self-regulation reports, data is provided for each individual task which indicates a child’s score or rating on that item.

Comparing the In-Person EMAS and Remote EMAS Reporting

<table>
<thead>
<tr>
<th>In-Person EMAS Reporting</th>
<th>Remote EMAS Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All classroom and student reports containing EMAS scores are available.</td>
<td>• Children assessed using the Remote EMAS will display as “RA” in both classroom and student reports except for the item-level report.</td>
</tr>
<tr>
<td>• A fall version of the Family Information Report is available.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Math sub-domain (e.g., Geometry, Patterning, Numeracy, Computation) data are not available for children assessed with the Remote EMAS.</td>
</tr>
<tr>
<td></td>
<td>• A fall version of the Family Information Report is available.</td>
</tr>
</tbody>
</table>
Accessing Reports

On the VKRP landing page, select Reports → My Reporting Dashboard. You can access any of your reports using the drop-down lists displayed on the dashboard. The report you select will automatically display on the page.

Dropdown Lists:

- **District** – The only value in the list will be your school division.
- **School** – The only value in the list will be your school/center.
- **Classroom** – The only value in the list will be your name and your classroom. If you have more than one class, each class will be listed separately. For example:
  - Teacher – Pre-Kindergarten AM
  - Teacher – Pre-Kindergarten PM
- **Student** – All of the children in your classroom will be listed in alphabetical order.

**Assessment Term** – Toggle between fall and spring reports within the same school year.

NOTE: When you are viewing student-level reports, the label “Classroom” becomes a hyperlink that you can click to get back to your classroom-level report.

Classroom Reports

There are two ways to access classroom reports:

1. Select your classroom from the dropdown list on the report dashboard.
2. Select View Classroom Reports (item J, page 3) on your landing page.

**Classroom Overview Report Structure** (see next page for sample report)

- **Classroom Report Menu** – You can use this list to move between reports in this level without going back to the report dashboard.
- **Sort Results** – Reports can be sorted by name or score by clicking on a column header.
- **Student List** – Select a child’s name or score to see an individual child’s report.
- **Instructional Resources** – Checked boxes in this area link to recommended resources at the classroom-level.
E. **Downloads** – Another browser tab will open in PDF format where you can print or save the report(s):

1. **Current Report** – Selecting this option opens the current report displayed.

2. **All Reports** – Selecting this option opens all reports in this specific report level (i.e., classroom).

This sample Classroom Overview Report displays “RA” for children who are assessed using the Remote EMAS along with their scaled score. There are separate rows in the Summary of Results table for the In-person and Remote EMAS class average, benchmark, and max score.
Classroom Summary Report Structure

Item-level summary reports (listed as reports 2-7 in the Classroom Report Menu on the previous page) are available for the subdomains of the EMAS, CBRS, and Well-Being items. These reports function similarly to the Classroom Overview report (i.e., sortable column headers, download options) but display item-level information for all children in a classroom in one table.

Due to the fact the Remote EMAS has fewer total items, sub-domain scores are not available for children. In the sample sub-domain Geometry report below, children assessed with the Remote EMAS display “RA” in the total score column.

Classroom Summary Report Diagram

Student Reports

There are three ways to access student reports:

1. Select a child’s name from the dropdown list on the report dashboard.
2. Select View Reports (item O, page 3) next to a child’s name on your landing page.
3. Select a child’s name or score when viewing the Classroom Overview.

Student Overview Report Structure (see next page for sample report)

A. Student Report Menu – You can use this list to move between reports in this level without going back to the report dashboard.
B. **Instructional Resources** – Checked boxes in this area link to recommended resources at the student-level.

C. **Downloads** – Another browser tab will open in PDF format where you can print or save the report(s):
   2. All Reports – Selecting this option opens all student-level reports for the child being viewed.
   3. All Students – Selecting this option opens the report displayed for all children in your class.

**Student Overview Report Diagram**
Family Information Report

A Family Information Report is available for each child and can be printed and distributed to families. While in the student-level report, select “Family Information Report” from the report menu. This report includes the child’s total scores across each domain (mathematics, self-regulation, social skills, and literacy), and provides a brief explanation of how a child’s score can be interpreted.

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**What is VKRP?**

The Virginia Kindergarten Readiness Program (VKRP) is an initiative of the Commonwealth to better understand how children’s early mathematics, self-regulation, social skills, and literacy skills support success during pre-kindergarten and beyond.

In the fall, your child’s teacher assessed your child’s mathematics skills (Early Mathematics Assessment System - EMAS), self-regulation and social skills (Child Behavior Rating Scale - CBRS), and literacy skills (Phonological Awareness Literacy Screening - PALS-PreK).

**Why is this information important?**

Children benefit from having strong skills across a range of early learning domains including mathematics, self-regulation, social skills, and literacy. When teachers have a better understanding of a child’s skills, they can provide individual support across these areas which helps lead to future success in school and life.

**Your child’s results**

<table>
<thead>
<tr>
<th>Early Learning Area</th>
<th>Your Child's Score</th>
<th>What the Score Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Skills</td>
<td>6</td>
<td>Your child is developing early mathematics skills as expected at this time.</td>
</tr>
<tr>
<td>Count, recognize shapes and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>patterns, compare groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-regulation Skills</td>
<td>1.70</td>
<td>Your child is developing self-regulation skills and may benefit from additional</td>
</tr>
<tr>
<td>Control one’s own emotions,</td>
<td>(Highest possible:</td>
<td>guidance to support their development.</td>
</tr>
<tr>
<td>behaviors, and thinking.</td>
<td>5.00)</td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>3.57</td>
<td>Your child is developing social skills as expected at this time.</td>
</tr>
<tr>
<td>Work cooperatively with other</td>
<td>(Highest possible:</td>
<td></td>
</tr>
<tr>
<td>children and adults.</td>
<td>5.00)</td>
<td></td>
</tr>
<tr>
<td>Literacy Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name, writing, alphabet,</td>
<td></td>
<td>PALS-PreK is a measure of young children’s developing knowledge of important</td>
</tr>
<tr>
<td>recognition, sound, print, and</td>
<td></td>
<td>emergent literacy fundamentals. To learn more about your child please ask your</td>
</tr>
<tr>
<td>word awareness, and nursery</td>
<td></td>
<td>child’s teacher for information from the PALS-PreK Child Summary Sheet.</td>
</tr>
<tr>
<td>rhyming.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*English Family Resources*

*Spanish Family Resources*
Resources

Teachers are increasingly expected to use data to inform their instruction. However, it is not always clear how to translate data into information that can be meaningfully used to inform instruction and interactions in the classroom. VKRP provides support in this process by linking results from the VKRP assessments to a set of instructional resources in the areas of mathematics, self-regulation, and social skills. Resources are linked at both the classroom and student-level.

The key skill guides were developed by researchers at CASTL with expertise in teacher-child interactions and instruction. Many of them have been used as part of professional development programs for teachers. The resources are not intended to replace curricula but can be used to supplement instruction in the classroom.

VKRP instructional resources are categorized to match the domains (and subdomains) of mathematics, self-regulation, and social skills.

Accessing Resources

On the VKRP landing page, select Instructional Resources → Resources Overview to view all available resources grouped by domain and sub-domain, or you can choose a specific learning area to view from the list. Another way to get to the resources is by selecting any of the links listed under Instructional Resources in the classroom-level or student-level reports.

Each domain and subdomain have its own page that includes the following sections:

- What is it? – defines the learning area
- Key Skills – documents that describe:
  - What is it?
  - Why is it important?
  - How does it develop?
  - Strategies to support development
  - Integrating (skills) throughout the day
- Resources and Activities – lists various activities that support the specific learning area
Supporting Readiness Skills

Additional resources and websites that have been carefully vetted are available on our public website, vkrponline.org, for families and teachers to use to support children as they develop school readiness skills. Click on the following link to be directed to VKRP’s Readiness Resource Library: https://vkrponline.org/virginia-kindergarten-readiness-program-2/resources/for-supporting-readiness-skills/.

FOR EDUCATORS AND FAMILIES

Supporting Readiness Skills

We know children benefit most when schools and families can work together to support children’s early readiness skills. Included in our readiness resource library is a list of resources and websites that promote readiness skills in the areas of mathematics, literacy, self-regulation, and social skills. In addition, resources for supporting children with different abilities and English Learners provide guidance on supporting all young students.

🔗 Visit Our Readiness Resource Library

Resources to Support Children in the 2021 – 2022 School Year

Another resource to support children in the 2021 – 2022 school year has been added to our public website: https://vkrponline.org/virginia-kindergarten-readiness-program-2/resources/administrator-toolkit/.
Family Support

The Family Resources Packet

Links to the fall Family Resources Packet (see below), in English and Spanish, can be found at the bottom of the Family Information Report. The fall version of the Family Resources Packet provides information about typical mathematics and social-emotional skills children will work on in pre-kindergarten and includes suggested at-home activities for families to try. This packet can also be accessed by clicking Reports → Understanding Reports.

Online Resources for Families

Families who have access to the internet are encouraged to visit our public website, vkrponline.org, to learn more about how VKRP benefits their children, why measuring readiness skills are essential for children’s success in school and life, and how VKRP measures readiness skills. Visit https://vkrponline.org/virginia-kindergarten-readiness-program-2/for-families/.

For Families

As a parent, we know it is important to understand what the Virginia Kindergarten Readiness Program (VKRP) is and how it can make a difference for your child. VKRP is an initiative focused on building a more comprehensive understanding of school readiness and success. VKRP helps to support our understanding of school readiness in four key areas: literacy, mathematics, social skills, and self-regulation.

 подробнее по ссылке: https://vkrponline.org/virginia-kindergarten-readiness-program-2/for-families/
Troubleshooting Technical Issues/Contact Us

Below are our recommendations for using the VKRP web application and our suggestions for troubleshooting:

Check your internet speed.

- First, if you are using wireless internet, ensure you are close to your router, so your signal is strong.
- Next, you can check the speed of your wireless connection by going to: speedof.me
  - Near the bottom of the page, click “Start Test.” Let the test run until you get results for a download and upload speed. We recommend a download speed of at least 3.1 Mbps, with a preferred speed of 5.0 Mbps.

Check your browser.

- Ensure your browser is updated to the most recent version.
- We recommend the following browsers:

<table>
<thead>
<tr>
<th>Browser</th>
<th>Minimum Version</th>
<th>Recommended Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Chrome</td>
<td>v. 11</td>
<td>v. 88+</td>
</tr>
<tr>
<td>Mozilla Firefox</td>
<td>v. 4</td>
<td>v. 85+</td>
</tr>
<tr>
<td>Internet Explorer</td>
<td>v. 11</td>
<td>v. 11+</td>
</tr>
<tr>
<td>Microsoft Edge</td>
<td>v. 44</td>
<td>v. 88+</td>
</tr>
<tr>
<td>Safari</td>
<td>v. 7</td>
<td>v. 14+</td>
</tr>
</tbody>
</table>

Check your pop-up blocker settings.

- Pop-up blockers must be disabled to use the VKRP web application.
- This site shows you how to disable your pop-up blocker: https://wmich.edu/helpdesk/internetdisablepopups
- If you cannot disable your pop-up blocker, check with your school’s IT support. You may need to add the VKRP site to a list of safe websites.

Contact your school’s IT support.

- Contact your school’s IT support staff for assistance with the above.

Contact VKRP.

- Use the chat window feature in the application
- (866) 301 - 8278, ext. 1
- vkrp@virginia.edu
Appendix A: Fall EMAS Items and ELDS/ Trajectory Alignment

* Adapted Items in the Remote EMAS
Skipped Items in the Remote EMAS are highlighted

### Module 1: Geometry

<table>
<thead>
<tr>
<th>Skill</th>
<th>Item</th>
<th>Task</th>
<th>ELDS</th>
<th>Trajectory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shape Recognition</strong></td>
<td>Recognize and name a rectangle</td>
<td>Task 1</td>
<td>Correctly names squares, rectangles, and triangles regardless of size or orientation (CD3.3t)</td>
<td>Recognize some nontypical squares and triangles and may recognize some rectangles, but usually not rhombuses</td>
</tr>
<tr>
<td></td>
<td>Recognize and name a rotated triangle</td>
<td>Task 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize and name an isosceles triangle</td>
<td>Task 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize and name a rotated rectangle</td>
<td>Task 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize and name a circle</td>
<td>Task 3</td>
<td>Recognizes and names a typical circle, square, and sometimes triangle (CD3.3m)</td>
<td>Recognize and name a typical circle, square, and triangle</td>
</tr>
<tr>
<td><strong>Shape Properties</strong></td>
<td>Recognize a shape with 4 equal sides (square)</td>
<td>Task 6</td>
<td>Describes attributes of two- and three-dimensional shapes (e.g., “A square has four corners/angles”, “a triangle has three straight sides”) (CD3.3u)</td>
<td>Recognize properties of shapes and recognize sides as distinct geometric properties</td>
</tr>
<tr>
<td></td>
<td>Recognize a shape with 4 angles (rectangle)</td>
<td>Task 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the number of angles of a triangle</td>
<td>Task 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the number of sides of a square</td>
<td>Task 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Module 2: Patterning

<table>
<thead>
<tr>
<th>Skill</th>
<th>Item</th>
<th>Task</th>
<th>ELDS</th>
<th>Trajectory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognizing Patterns</strong></td>
<td>Recognize ABAB pattern *</td>
<td>Task 1</td>
<td>Shows understanding of simple patterns by recognizing and extending simple, repeating, “ABAB” patterns (e.g., of movements such as “tap head, tap knees, tap head...”; or of objects such as “red car, yellow car, red car...”) (CD3.4j)</td>
<td>Duplicate simple ABAB patterns and then ABBABB patterns</td>
</tr>
<tr>
<td></td>
<td>Recognize ABAB pattern *</td>
<td>Task 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reproducing Patterns</strong></td>
<td>Reproduce ABAB pattern</td>
<td>Task 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reproduce ABBABB pattern</td>
<td>Task 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extending Patterns</strong></td>
<td>Extend ABAB pattern</td>
<td>Task 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extend ABBABB pattern</td>
<td>Task 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Module 3: Numeracy

<table>
<thead>
<tr>
<th>Skill</th>
<th>Item</th>
<th>Task</th>
<th>ELDS</th>
<th>Trajectory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counting and Cardinality</strong></td>
<td>One-to-one counting - 6 chips *</td>
<td>Task 1</td>
<td>Begins to explore one-to-one correspondence (e.g., setting places at a table), counting up to 10 (CD3.1n)</td>
<td>Accurately count groups with 6 and 10 objects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s)</td>
<td></td>
</tr>
</tbody>
</table>
### Module 4: Computation

<table>
<thead>
<tr>
<th>Skill</th>
<th>Item</th>
<th>Task</th>
<th>ELDS</th>
<th>Trajectory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>Addition with ten-frame</td>
<td>Task 1</td>
<td>Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c)</td>
<td>Add and subtract small numbers (up to 3+2) using objects</td>
</tr>
<tr>
<td></td>
<td>(2 + 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtraction</td>
<td>Subtraction with ten-frame</td>
<td>Task 2</td>
<td>Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3 - 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Copy of CBRS and Applicable ELDS Alignment

Child Behavior Rating Scale (CBRS)

Purpose:
The purpose of this instrument is to examine children's well-being and behavior with other children, adults, and materials in a classroom or virtual classroom setting. This form should only be completed by teachers who interact regularly with the child (in-person or virtually).

Teacher Instructions:
You will complete one CBRS for each individual child in your class.

Please complete all items on this instrument to the best of your ability by choosing the response number that best indicates how frequently the child exhibits the behavior(s) described in a particular item.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently/usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The response numbers for items 1-22 indicate the following:

1) The child never exhibits the behavior described by the item.
2) The child rarely exhibits the behavior described by the item.
3) The child sometimes exhibits the behavior described by the item.
4) The child frequently or usually exhibits the behavior described by the item.
5) The child always exhibits the behavior described by the item.

Please read items 12, 13, 20, 21 carefully (marked with asterisk). They are worded differently than the rest of the items.

There are three items at the end of the scale that ask you to rate how concerned you are about a child's social-emotional well-being and how often you interact with the child virtually and in-person.

CBRS – July, 2012
<p>| 1. Observes rules and follows directions without requiring repeated reminders. | 1 | 2 | 3 | 4 | 5 |
| 2. Completes learning tasks involving two or more steps (e.g. cutting and pasting) in organized way. | 1 | 2 | 3 | 4 | 5 |
| 3. Completes tasks successfully. | 1 | 2 | 3 | 4 | 5 |
| 4. Attempts new challenging tasks. | 1 | 2 | 3 | 4 | 5 |
| 5. Concentrates when working on a task; is not easily distracted by surrounding activities. | 1 | 2 | 3 | 4 | 5 |
| 6. Responds to instructions and then begins an appropriate task without being reminded. | 1 | 2 | 3 | 4 | 5 |
| 7. Takes time to do his/her best on a task. | 1 | 2 | 3 | 4 | 5 |
| 8. Finds and organizes materials and works in an appropriate place when activities are initiated. | 1 | 2 | 3 | 4 | 5 |
| 9. Sees own errors in a task and corrects them. | 1 | 2 | 3 | 4 | 5 |
| 10. Returns to unfinished tasks after interruption. | 1 | 2 | 3 | 4 | 5 |
| 11. Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property. | 1 | 2 | 3 | 4 | 5 |
| 12. *Expresses hostility to other children verbally (teasing, threats, taunts, name calling, “I don’t like you,” etc.). | 1 | 2 | 3 | 4 | 5 |
| 13. * Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting). | 1 | 2 | 3 | 4 | 5 |
| 14. Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others. | 1 | 2 | 3 | 4 | 5 |
| 15. Takes turns in a game situation with toys, materials, and other things without being told to do so. | 1 | 2 | 3 | 4 | 5 |
| 16. Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes. | 1 | 2 | 3 | 4 | 5 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently/Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Does not fuss when he/she has to wait briefly to get</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>attention from teacher or another adult; child may be asked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>once to wait by teacher or adult.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Calms down after becoming upset, frustrated, or angry.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Adapts when plans change; goes with the flow.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. *Is withdrawn from people or activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. *Appears worried or anxious.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. Smiles, laughs, and responds positively to other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or adults.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Slightly</th>
<th>Moderately</th>
<th>Very</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How concerned are you about this child’s social-emotional</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>well-being?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Days per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you interact with this student in terms of in-person instruction?</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>How often do you interact with this student in terms of virtual instruction?</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>

COMMENTS:

NOTE: Please observe confidentiality guidelines when using the hard copy version of the CBRS.

CBRS – July, 2012
## Self-Regulation

<table>
<thead>
<tr>
<th>Subscale Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Observes rules and follows directions without requiring repeated reminders</td>
</tr>
<tr>
<td>✓ Completes learning tasks involving two or more steps (e.g., cutting and pasting) in organized way</td>
</tr>
<tr>
<td>✓ Completes tasks successfully</td>
</tr>
<tr>
<td>✓ Attempts new challenging tasks</td>
</tr>
<tr>
<td>✓ Concentrates when working on a task; is not easily distracted by surrounding activities</td>
</tr>
<tr>
<td>✓ Responds to instructions and then begins an appropriate task without being reminded</td>
</tr>
<tr>
<td>✓ Takes time to do his/her best on a task</td>
</tr>
<tr>
<td>✓ Finds and organizes materials and works in an appropriate place when activities are initiated</td>
</tr>
<tr>
<td>✓ Sees own errors in a task and corrects them</td>
</tr>
<tr>
<td>✓ Returns to unfinished tasks after interruption</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applicable Early Learning &amp; Development Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral expectations) (APL4.1g)</td>
</tr>
<tr>
<td>✓ Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store) (APL4.1h)</td>
</tr>
<tr>
<td>✓ Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i)</td>
</tr>
<tr>
<td>✓ Uses classroom materials appropriately (APL4.1j)</td>
</tr>
<tr>
<td>✓ Remembers and follows 2-step directions to complete simple tasks (e.g., “wash your hands then help prepare or eat a snack”) (APL3.2l)</td>
</tr>
<tr>
<td>✓ Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m)</td>
</tr>
<tr>
<td>✓ Makes attempts at new and challenging activities (e.g., climbs a new, higher slide) (APL1.2n)</td>
</tr>
<tr>
<td>✓ With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction (APL3.1i)</td>
</tr>
<tr>
<td>✓ Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k)</td>
</tr>
<tr>
<td>✓ Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) (APL3.3k)</td>
</tr>
<tr>
<td>✓ Shows ability to shift attention from one task or activity to another when necessary (APL3.3l)</td>
</tr>
<tr>
<td>✓ Persists in preferred tasks that may be challenging, with or without adult support (APL3.5o)</td>
</tr>
<tr>
<td>✓ Sometimes persists in less preferred activities with or without adult support (APL3.5r)</td>
</tr>
<tr>
<td>✓ Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn’t work) (APL3.5s)</td>
</tr>
</tbody>
</table>
### Social Skills

| Subscale Items |  
|----------------|---
| ✓ Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property |  
| ✓ Expresses hostility to other children verbally (teasing, threats, taunts, name calling, “I don’t like you,” etc.) |  
| ✓ Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting) |  
| ✓ Cooperative with playmates when participating in a group play activity; willing to give and take in the group, to listen to or help others |  
| ✓ Takes turns in a game situation with toys, materials, and other things without being told to do so |  
| ✓ Complies with adult directives, giving little or no verbal or physical resistance, even with tasks that he/she dislikes |  
| ✓ Does not fuss when he/she has to wait briefly to get attention from teacher or other adults; child may be asked once to wait by the teacher or adult |  

| Applicable Early Learning & Development Standards |  
|-----------------------------------------------|---
| ✓ Expresses feelings that are appropriate to the situation (SED2.2i) |  
| ✓ Recognizes appropriate reaction to situations (SED2.2k) |  
| ✓ Uses words and respectful language to express thoughts and emotions (e.g., “I’m frustrated because Jay won’t let me play” or “I’m excited to play with my cousin Santiago tomorrow.”) (SED2.2l) |  
| ✓ Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset) (SED2.4k) |  
| ✓ Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n) |  
| ✓ Develops positive relationships and interacts comfortably with familiar adults (SED3.1l) |  
| ✓ Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.2m) |  
| ✓ Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time) (SED3.2n) |  
| ✓ Expresses interest in participating in a group activity by initiating or responding (SED3.2p) |  
| ✓ Engages in shared activities or play with shared toy or material (SED3.2q) |  
| ✓ Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r) |  
| ✓ Maintains friendships over time (SED3.2t) |  
| ✓ Begins to engage in cooperative play, playing with a few other children to carry out familiar roles (SED3.3l) |  
| ✓ Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area) (SED3.3c) |  
| ✓ ‘Engages in prosocial behavior such as cooperating, compromising, turn taking, and resolving social conflict (SED3.4d) |  
| ✓ Expresses feelings and needs in conflict situations (e.g., “I’m feeling upset because you have the truck I need for my racetrack.”) (SED3.4e) |  
| ✓ Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f) |
Appendix C: Understanding the CBRS as a Teacher Rating Scale: Recognizing and Reducing the Impact of Teacher Bias

Overview of the CBRS

The Child Behavior Rating Scale (CBRS) is a teacher rating scale used as part of VKRP to gather information about a child’s self-regulation and social skills in the classroom:

- **Self-regulation skills**: skills that support children to manage their attention, emotions, and behaviors to adapt to the demands of the school environment (e.g., listen to others, follow expectations and multi-step directions, and stay focused on tasks).

- **Social skills**: skills that support children to successfully navigate interactions and build relationships with peers and adults (e.g., cooperate in a group, express thoughts, and emotions, and resolve conflicts in a positive way).

The CBRS includes 17 items 10 for self-regulation (e.g., “concentrates when working, not easily distracted”) and seven for social skills (i.e., “willing to share”). Teachers report on how often they see a child demonstrating a behavior on a 5-point scale from 1 (never) to 5 (always). Although most items of the CBRS are worded positively, two items are worded so that a higher rating indicates a more negative behavior.

Why VKRP uses the CBRS

VKRP uses the CBRS because it demonstrates reliability and validity across cultural contexts and with children across different ages, ranging from 3 to 8 years of age. It also was found to be reliable and valid across different racial and ethnic groups. A summary of this research can be found [here](#).

The CBRS provides valuable information about children’s classroom behavior as seen by the teacher. For example, teachers’ ratings of children’s self-regulation skills using the CBRS relate to other self-regulation measures, such as classroom observations of behavioral self-regulation or direct assessments (e.g., Schmitt et al., 2014). In addition, children’s self-regulation skills as rated by their teachers using the CBRS is linked to their growth in academic achievement, even when accounting for children’s age, gender, and their parents’ education (e.g., Gestsdottir et al., 2014). See the CBRS overview in link above for a more extensive review.

Teachers’ Perceptions of Children’s Skills are Influenced by Teacher Bias

Despite the valuable information that the CBRS provides, the CBRS is one brief, screening measure. It is not designed to comprehensively assess children’s self-regulation and social skills. An accurate interpretation of the CBRS scores requires an understanding that the CBRS measures teachers’ perceptions of children’s behavior. In other words, the CBRS scores are based upon teachers’ views of children’s behaviors in the classroom. The CBRS is not a direct, standardized task that a child completes to assess their skill level. Teachers are not impartial reporters of children’s behavior. Their reports of children’s skills and behavior are influenced by their own lens and their own characteristics (Mason et al., 2014; Pigott & Cowen, 2000; Waterman et al., 2012), to include their biases and understanding of diverse cultures. Teachers’ explicit and
implicit biases—related to gender, race/ethnicity, culture, disability, religion, language, or socioeconomic status—can affect how they perceive and interpret children’s behavior in the classroom. Without a commitment to reflect upon and take action to counteract these negative automatic thoughts or assumptions, a teacher’s biases will be reflected in how they report on and interpret children’s behaviors (see below for how to enact anti-bias action when completing and using the CBRS information).

Given the pervasive influence of systemic racism, biases related to race/ethnicity have been shown to affect how teachers perceive and interact with young children (Iruka et al., 2020). Teachers—like all humans—can possess automatic, unconscious, negative perceptions towards children from racially marginalized groups. As an example, in a recent study, teachers were asked to watch for misbehavior in a video showing 4 young children (two children were white and two were Black) engaging in a classroom. In this study, the researchers used eye-tracking technology to know which children the teachers were looking at. Teachers tended to look longer at the Black children, expecting them to misbehave, even though none of the children displayed any misbehavior (Gilliam et al., 2016). The good news is that teachers can make intentional efforts to stop racially biased thoughts, judgments, and decisions when completing and using the CBRS (see below for how to enact anti-racist action).

**Taking an Anti-Bias and Anti-Racist Approach when Completing and Using Information from the CBRS**

Here are some practices teachers can use to take an anti-bias and anti-racist approach when completing the CBRS and when interpreting and using the data from the CBRS:

1. **Wait at least four weeks into the school year to complete the CBRS.** Children need time to acclimate to their classroom context. Teachers also need time to interact with children, make personal connections with them, build supportive teacher-child relationships, and learn about children’s families and cultural values before completing the CBRS.

2. **Observe a child’s behaviors across settings.** The self-regulatory and social behaviors children display will vary across activity settings (e.g., whole group, small group, individual activities, lunch, outdoor, etc.). Observing children across settings allows a teacher to obtain a more complete picture of children’s average behaviors, avoiding biased overgeneralizations. Teachers can observe children across various points in time by selecting a few children at a time to intentionally observe and score, completing the CBRS in multiple rounds.

   Teachers may be less likely to interpret a child’s undesired or negative behavior as internal, or due to something about the child, and stable, or unlikely to change, when they have the opportunity to see a child engage across various activities during the school day.

3. **Make notes of specific behaviors.** Taking notes about specific, concrete behaviors that relate to the scale items during observations is a helpful strategy for increasing rating accuracy. Describing specific behaviors allows teachers to move away from interpretation and evaluation—both of which are more influenced by their own biases and cultural values.

   When noticing specific behaviors, teachers can reflect on whether those behaviors may be culturally influenced and whether their teaching is responsive to children’s cultural backgrounds. Learn more about culturally responsive practice.
4. **Reflect on their own biases.** Teachers should examine their CBRS data and look to see if there are any patterns in the characteristics of children (e.g., gender, race/ethnicity, disability status, language, socioeconomic status, etc.) they rate as displaying the lowest self-regulation and social skills. Teachers should then consider whether they are holding these children to different behavioral expectations compared to other children in the classroom.

In addition, reflecting on the strength and quality of their relationship with a child when rating child behavior and when interpreting the CBRS data might alert teachers to potential biases in their ratings. If they feel disconnected from particular children, they can examine the reasons for these feelings, and reflect on whether they are making assumptions and attributions about particular behaviors based on a child’s cultural background, race/ethnicity, gender, age, socioeconomic status, or other child characteristics.

5. **Seek out and incorporate information from other sources.** Getting the perspective(s) of other staff members who work directly with children (e.g., educational specialists, counselors, etc.) while completing ratings and when interpreting the data from their ratings provides a teacher with a more complete picture of the child’s skills in different contexts.

Importantly, the items on the CBRS do not provide teachers with any information about why a child may be demonstrating certain behaviors. Children’s demonstration of self-regulation and social skills are heavily dependent upon the classroom context. For example, if a teacher reports that a child has trouble following instructions, this could be because the instructions are too complicated or unclear, the child has difficulties remembering things, and or there is a cultural mismatch in the teacher and child expectations.

Teachers need to gather more information to understand how to support a child to meet the demands of their classroom and build positive connections with teachers and peers. Teachers can (1) talk with other individuals who interact with and know the child well (e.g., caregivers/family members or other teachers), (2) intentionally observe to identify when and where certain behaviors are most likely to occur, and what happens before, during, and after they occur, and (3) examine of the ways in which their own feelings and actions in the moment influence a child’s behavior or how they, as the teachers, interpret it.

In summary, the CBRS is a teacher rating scale that has been used extensively in early childhood education research and provides useful information about a child’s self-regulation and social skills. However, as a teacher rating scale, it measures teachers’ perceptions of a child behavior and, is subject to teacher bias. Intentionally using the practices described above can help reduce teacher bias, including racial bias, when completing using the CBRS.
References


Appendix D: Using VKRP with English Language/Multilingual Learners

Best Practices and Important Considerations

The Virginia Kindergarten Readiness Program (VKRP) and the Virginia Department of Education (VDOE) provide the following guidance and best assessment practice resources for the VKRP assessment system with young children who are English Language/Multilingual Learners. The guidance addresses the administration and limits on the interpretation for the Early Mathematics Assessment System (EMAS) and the Child Behavior Rating Scale (CBRS). The PALS office provides guidance on the Phonological Awareness Literacy Screening (PALS) assessment with children who are English Language/Multilingual Learners. [https://pals.virginia.edu/resources/Literacy_Assessments_for_ELLs.pdf](https://pals.virginia.edu/resources/Literacy_Assessments_for_ELLs.pdf).

For children who are English Language/Multilingual learners, linguistic, cultural, and contextual factors are critical considerations for the accurate assessment of skills and can affect performance results.

Consider Information about children’s early language and learning experiences

Collecting and using information from the family about their child’s early language, literacy, and learning experiences helps with appropriate selection of assessment instruments and interpretation of results.

Examine children’s early learning skills in both English and their native language

For a child who is an English Language/Multilingual Learner, assessing skills only in English may underestimate their knowledge and skills in a particular content area. Assessments should be carefully translated into a child’s native language with sensitivity to the cultural components of language, validated for use within this population, and those administering the assessment should have both cultural and linguistic competence that align with the child. When interpreting the assessment results, knowledge and consideration of second language and literacy acquisition is critical.

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6 National Academies of Sciences, Engineering, and Medicine.


9 National Academies of Sciences, Engineering, and Medicine.
EMAS (Early Math Assessment System) Administration & Interpretation

Three Options

1. **Administer the EMAS in English.** If the EMAS is administered only in English to a child whose native language is not English, it is important to consider the extent to which the score is reflective of their mathematics skills or whether linguistic factors may be influencing the score.

2. **Administer the EMAS in the child’s native language.** If the EMAS is administered only in the child’s native language, it is important to consider that the child’s capacity to demonstrate their skill development in English has not been assessed.
   - If the child’s native language is Spanish, select “EMAS” next to the child’s name. Then, select the version (Spanish In-person or Spanish Remote/Virtual Assessment) that you will administer from the drop-down. Individuals who administer the Spanish EMAS must be fluent in Spanish and have successfully participated in a VKRP training session. Then follow the administration guidelines outlined for that version of the EMAS (In-person or Remote) previously outlined in this manual.
   - For children whose native language is not English or Spanish, the EMAS must be locally translated prior to assessment administration. Individuals who administer the assessment in a child’s native language should be fluent in that language and have successfully participated in a VKRP training. If you choose this option, then you would select the English In-Person or English Remote/Virtual Assessment → Non-Standard Administration and note the use of a translated EMAS in the textbox provided.

3. **Administer the EMAS in English AND Spanish.** This option is only available for children who are English-Spanish Language Learners. This allows for the examination of a child’s mathematics performance in both their native language and English, and to understand growth in skills from fall to spring.

**NOTE:** Administering the EMAS in the child’s native language may provide valuable information on their mathematics skills. However, we do not have psychometric data on the EMAS when administered in a language other than English. Currently, we are not able to claim equivalence between the English-language and Spanish-language EMAS. Therefore, scores on the Spanish-language EMAS and English-EMAS could be giving you different, but equally valuable, information about children’s mathematics proficiency in English and their native language.

CBRS (Child Behavior Rating Scale) Interpretation

The CBRS is a reliable and valid rating scale that teachers use to measure their perception of children’s self-regulation and social skills. The CBRS has been used in samples of young children that have included children whose native language is not English. Using Virginia’s most recent VKRP data, the CBRS demonstrates good sub-scale reliability, and the two-factor structure (self-regulation and social skills subscales) shows adequate fit in a sample of kindergarten students identified as English Language/Multilingual Learners. In addition, the correlations among the CBRS (self-regulation and social skills) with the EMAS (math) and PALS (literacy) sum scores is in the same direction and has approximately the same magnitude when comparing children identified as English Language/Multilingual Learners with those who are not. Thus, the data suggest that the
CBRS can be used with children who are identified as English Language/Multilingual Learners. However, teacher’s ratings of English Language/Multilingual Learners’ self-regulation and social skills using the CBRS should be interpreted with caution for the reasons we describe below.

If a teacher rates a child as low on the self-regulation or social skills subscales, the CBRS provides useful information that the child might need more support to engage in behaviors they need to be successful in the classroom.

For example, the CBRS includes items such as:

- Completes tasks successfully
- Responds to instructions and then begins an appropriate task without being reminded
- Sees own errors in a task and corrects them
- Takes turns in a game situation with toys, materials, and other things without being told to do so
- Complies with adult directives

However, the data do not provide information as to why the child is struggling.

If a child never or rarely engages in these behaviors successfully, it could be because they are still developing foundational self-regulation or social skills. For children who are English Language/Multilingual Learners, it could be that they do not yet have the English receptive and/or expressive language and/or literacy skills needed to engage in these tasks within the classroom, especially if classroom instruction is provided in English only. It is also important to note that the teacher’s perception influences their ratings of child behavior.

The data from the CBRS can guide next steps. However, it needs to be combined with other information in order to best support the child. For children who are English Language/Multilingual Learners, knowing their English receptive and expressive language skills as well as their early English literacy skills are critical.

Resources on Best Assessment Practices


