



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

July 10, 2020

Alabama
State Board
of Education

MEMORANDUM

Governor Kay Ivey
President

TO: City and County Superintendents of Education

Jackie Zeigler
District I
President Pro Tem

FROM: Eric G. Mackey *EGM*
State Superintendent of Education

RE: 2020-2021 Early Childhood Years Assessment System Components

Tracie West
District II

The Alabama State Department of Education (ALSDE) continues to work collaboratively with local education agencies (LEAs) to provide support and additional information based on feedback and concerns that arise. Through the recommendations of the SEAL Task Force, national education organizations, and ongoing collaboration with other state agencies and leaders, the importance of accurately gauging student readiness and identifying gaps has become the catalyst for planning the 2020-2021 school year. The new Alabama Kindergarten Inventory of Developing Skills (AlaKiDS) is one of the tools to assist LEAs in the identification of each kindergarten student's readiness level in both independent skills and abilities. Executive function skills are assessed within academic learning, rather than in isolation, through the use of an inventory that includes research-based prompts. This process allows kindergarten teachers to assess multiple groups of children in a given time frame.

Stephanie Bell
District III

Yvette M. Richardson, Ed.D.
District IV

We understand LEAs are managing multiple trainings while also balancing various statewide initiatives for the upcoming school year, so it is critical to develop a plan that works for your LEA. The ALSDE remains committed to assisting LEAs with ideas and flexibility to meet individual needs. The following information should be beneficial when planning for administration of early childhood years assessments.

Tommie T. Stewart, Ph.D.
District V

Cynthia McCarty, Ph.D.
District VI

- The assessments are available in multiple languages.
- All vendors are currently working on the process for implementing the assessments remotely.
- The AlaKiDS virtual training dates previously shared in a memorandum dated July 1, 2020, provided multiple opportunities for teachers and other leaders to attend a session that best meets their needs.
- Other AlaKiDS training options include assigning a limited number of teachers or other district personnel to attend with the plan to turn it around to the LEA.
- Schedule an LEA training facilitated by your ARI Regional Literacy Specialist to help with LEA-specific calendars. ARI Regional Literacy Specialists are receiving specifically designed training that equips them to facilitate AlaKiDS training (either virtually or in person).
- For the early math and reading assessments, LEAs have additional flexibility with the vendor(s) to organize individualized training based on specific timelines and needs.
- Testing windows are provided in the attached chart and include very broad, suggested administration windows spanning several months that allows for additional flexibility.

Jeff Newman
District VII
Vice President

Wayne Reynolds, Ed.D.
District VIII

Eric G. Mackey, Ed.D.
Secretary and
Executive Officer

City and County Superintendents of Education
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Following this initial year of AlaKiDS and early reading assessments, ARI regional and local specialists will be responsible for providing training to all newly hired LEA personnel, which will alleviate some of the mass training. ARI regional specialists will also serve as the official administrators of AlaKiDS and will receive additional support and training on implementation and reporting.

As we persevere through the unknown regarding the 2020-2021 school year, LEAs may need to continually revisit and possibly alter deadlines, timelines, and other plans. The ALSDE and DECE appreciate your continued efforts to plan for effective administration and implementation of these essential tools while balancing the impact of COVID-19 and other tasks to prepare for the upcoming school year. We are here to work collaboratively with you to make this process work efficiently for your teachers, administrators, and LEAs, but most importantly for the students. If you have questions, please contact Mrs. Gay Finn, Alabama Reading Initiative, at (334) 694-4918 or by email at gfinn@alsde.edu or Dr. Elisabeth Davis at edavis@alsde.edu.

EGM/ED/MD

Attachment

cc: Dr. Barbara J. Cooper
Dr. Daniel Boyd
Dr. Elisabeth Davis
Mrs. Reeda Betts
Mrs. Gay Finn
Dr. Sandy Ledwell

FY20-2110

2020-2021 EARLY CHILDHOOD YEARS ASSESSMENT SYSTEM COMPONENTS

GRADE	ASSESSMENT	SUGGESTED TESTING WINDOW	ASSESSED AREA
Kindergarten	Alabama Kindergarten Inventory of Developing Skills (AlaKiDS)	Initial 3-4 weeks of school Data entry by September 11, 2020 (if possible)	Whole Child
Kindergarten & Grade 1 (Semester 1) *Only for newcomers who have never been screened	Kindergarten W-APT or WIDA MODEL	Within 30 days of beginning of enrollment if student registers before or at the beginning of the school year Within 10 days for students who register after the beginning of the school year	English proficiency screener to identify potential ELs based on responses to Home Language Survey
Grade 1 (Semester 2) & Grade 2 (Semester 1) *Only for newcomers who have never been screened	WIDA Screener – Grade 1	Within 30 days of beginning of enrollment if student registers before or at the beginning of the school year Within 10 days for students who register after the beginning of the school year	English proficiency screener to identify potential ELs based on responses to Home Language Survey
Grade 2 (Semester 2) & Grade 3	WIDA Screener – Grade 2-3 Cluster	Within 30 days of enrollment if student registers before or at beginning of the school year Within 10 days for students who register after the beginning of the school year	English proficiency screener to identify potential ELs based on responses to Home Language Survey
Grades K-3	NWEA MAP	Fall: 8/15 – 11/30; Winter: 12/1 – 2/28; Spring: 3/1 – 6/15	Math and Reading
Grades K-3	Curriculum Associates i-Ready	Fall: 8/1 – 11/15; Winter: 11/16 – 3/1; Spring: 3/2 – 6/1 Note: At least 12 weeks between diagnostics and at least 24 weeks between the BOY and EOY windows	Math and Reading
Grades K-3	Pearson aimswebPlus	Fall: 8/1 – 1/30 (9/1 – 10/15) Winter: 10/1 – 3/15 (1/1 – 1/30) Spring: 3/16 – 7/31 (5/1 – 5/31) Note: () indicate vendor's "ideal" windows	Math and Reading
Grades K-3	Istation ISIP	Fall: 8/15 – 11/30; Winter: 12/1 – 2/28; Spring: 3/1 – 6/15	Math and Reading
Grades K-3	Renaissance STAR	30-day windows: 3-5 times a year 20-day windows: Fall: Open 1 week after school starts Winter: January Spring: Set to end a week before year ends	Math and Reading
Grades K-3	Amplify mCLASS	Fall: 8/15 – 11/30; Winter: 12/1 – 2/28; Spring: 3/1 – 6/15	Reading
Grades K-3 ELs	ACCESS for ELLs or Alternate ACCESS for ELLs	For this year only for continuation of 2019-2020 school year: 9/1 – 9/25 (any EL student not tested in Spring 2020) January 19 – March 19, 2021	English proficiency assessment for ELs
Grades 2-3	Alabama Comprehensive Assessment Program (ACAP) Summative	March 29 – April 30, 2021	Literacy and Math Grade 2 – Baseline data only