

Rubrics for Assessment and Selection at the Elementary Level

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The following are materials from the session given on Friday September 19, 2014 at the 2014 Annual Meeting of SSATB. You will find the following materials in this document:

1. Slide Stack from Study
2. Samples of Rubric/Observation Sheets from schools in the study- PK/K
3. Data from Activity 1- 5 Words that describe a student that would be successful at your school
4. Excerpt from the summary report discussion findings on 5 word activity from schools who participated in the study.
5. List of "observable items" by domain as gathered during the session (coming soon). This will be a list of the raw data and should provide a point of conversation for your faculty and staff as you explore these topics further at your schools.

I want to thank everyone who came to the session today and participated in what I hope will be only the beginning or in some cases, a continuation of these type of discussions back at your school.

Additional materials and discussion is available at request.

Cheers,

Chris Bigenho

# Rubrics for Assessment and Selection at the Elementary Level

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# Roadmap

1. Background
2. Activity 1- Successful Students
3. Six General Findings- Group Play Assessment
4. Activity 2- Common Domains
5. Activity 3- Group Play Session
6. Activity 4- Existing Observation Sheets
7. Gap Analysis
8. Parting Challenge

# The Study

## Early Childhood Admissions Study:

A Case Study of Pre-Kindergarten through Grade 2  
Admission Practices of  
Independent Schools in North America

Study commissioned by SSATB and conducted January to July 2012

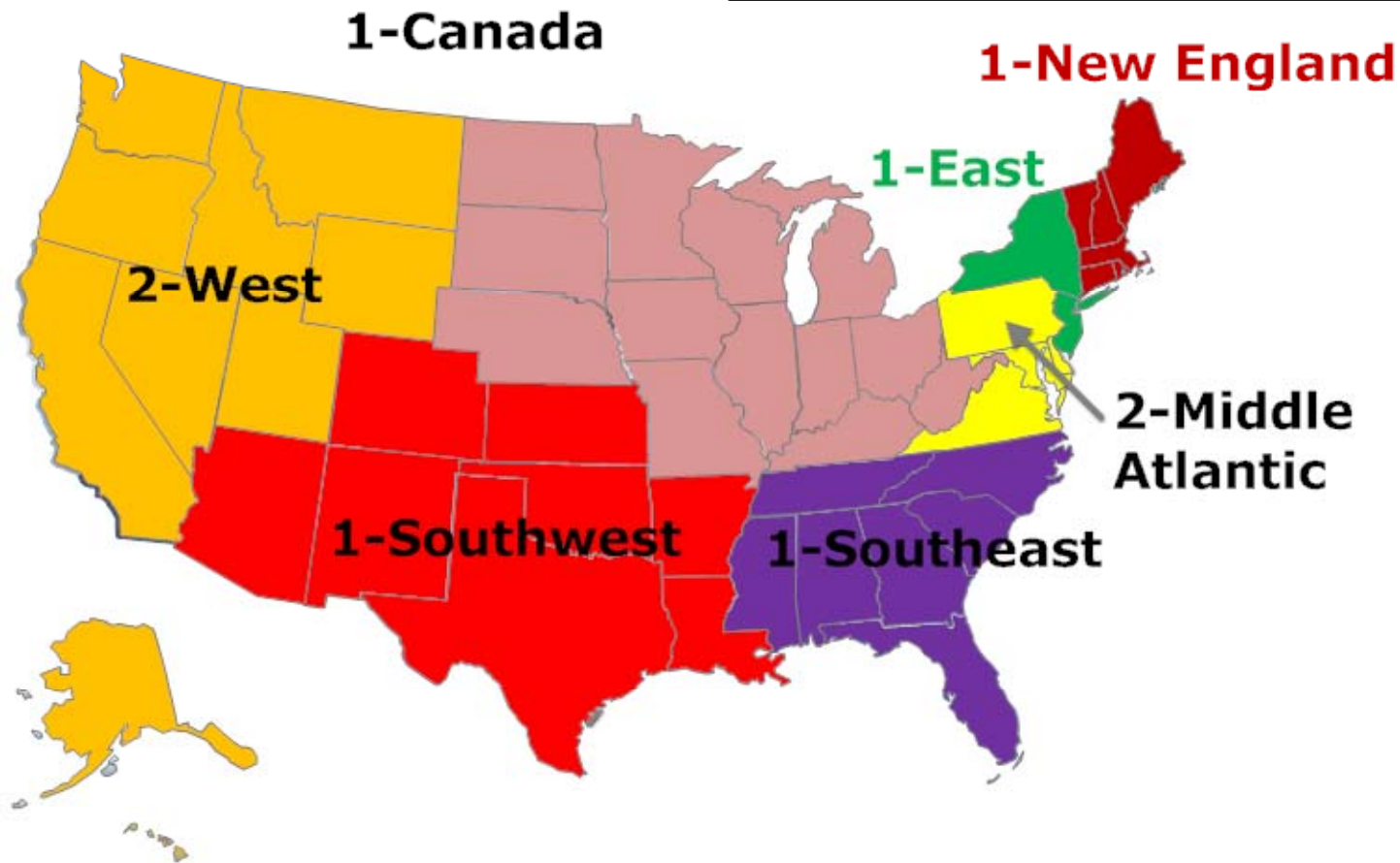
## FOUNDED

4- 1800'S

2- Early 1900's

1- Mid 1900's

2- Dual Dates (Mid to late 1900's)



# Admission Process

- Completed Application
- Teacher Evaluation
- Parent Interview
- Transcripts (Grade 1,2)
- School Visit/Tour
- Parent Statement/Essay
- Individual Evaluation
- **Group Play Evaluation**

# Playgroup Assessment

- Most valuable part of assessment process
- Each a slightly different approach
- Common constructs
  - Physical Development
  - Emotional Development
  - Social Development
  - Cognitive Development

# Playgroup Assessment

- Teacher Observers 2 to 5
- Students per session: 6 to 16
- Duration: 45 minutes to 90 minutes
- Duration with SAT: 2 to 2.5 hours



# Elements of Playgroup Assessment

1. Entry/Exit
2. Free Play
3. Circle Time
4. Teacher Directed Activity
5. Playgroup Individual Assessment
6. Post Assessment Evaluation

# Activity 1

## Characteristics of Successful Students



# Activity 1

## Characteristics of Successful Students

Can you give me 5 words to describe a student who would be successful at...?

<Fill in the name of your school>

# Characteristics of Successful Students

| Term                   | Frequency |
|------------------------|-----------|
| Creative               | 5         |
| Curious                | 3         |
| Engaged                | 7         |
| Caring and empathetic  | 9         |
| Independent            | 5         |
| Motivated              | 7         |
| Work Ethic             | 6         |
| Honest and Responsible | 5         |
| Collaboration          | 4         |
| Perseverance           | 7         |
| Well Rounded           | 3         |
| Eager to Learn         | 5         |

# Playgroup Assessment Findings

6

# Play Group Assessment Findings

1. Little consistency on construction and scoring of assessments

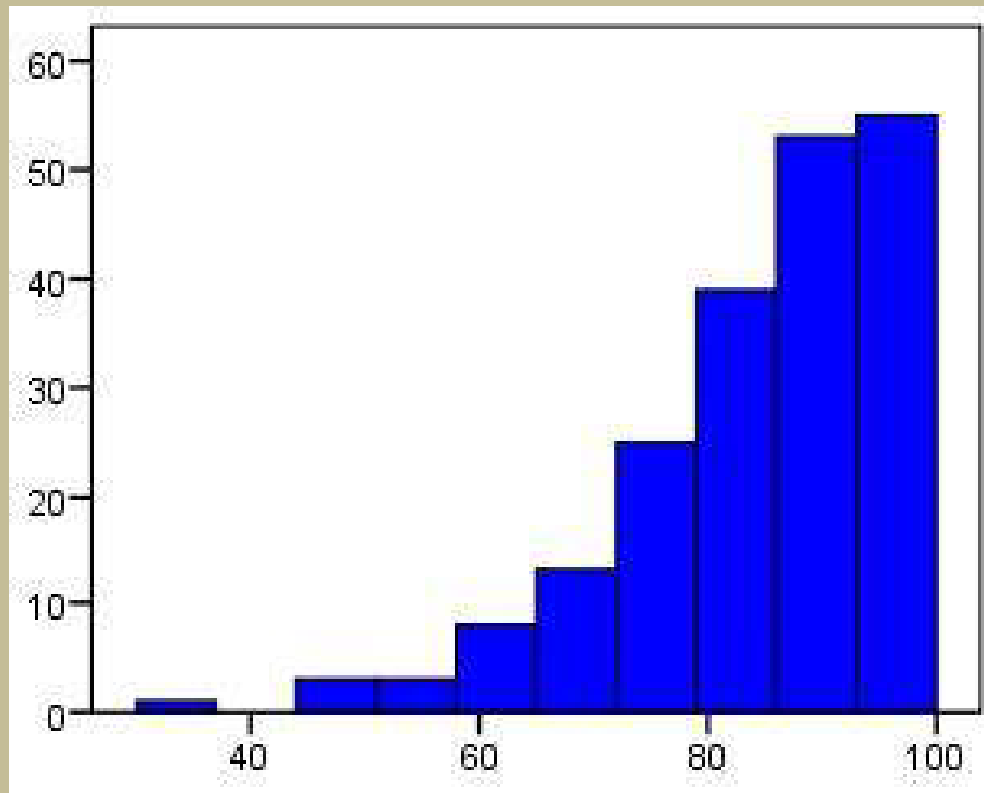
Doing the best we can  
with the tools we have.

# Free Play

| <b>Sample 1</b>         | <b>Sample 2</b> | <b>Sample 3</b>   | <b>Sample 4</b> |
|-------------------------|-----------------|-------------------|-----------------|
| Coed                    | Coed            | Boys              | Girls           |
| Students: 16            | Students: 10-12 | Students: 7       | Students: 5-6   |
| Teachers: 3             | Teachers: 3     | Teachers: 3       | Teachers:       |
| Polyhedrons             | Pattern Blocks  | Reading Books     | Blocks          |
| Connect 4               | Play Dough      | Puzzles           | Coloring        |
| Game Center (3 choices) | Coloring/Art    | Lego's            | Books           |
| Dominos                 | Wood Blocks     | <u>Magnatiles</u> | Puppets         |
| Pattern Blocks          | Puppet Theater  |                   |                 |
| Drawing                 |                 |                   |                 |
| <u>UniBlocks</u>        |                 |                   |                 |
| <u>Kapla Blocks</u>     |                 |                   |                 |
| Geo Fix                 |                 |                   |                 |
| <u>Legos</u>            |                 |                   |                 |

# Play Group Assessment Findings

2. Existing achievement tests normed for end of year.





## Finding 2

- Academic Assessments
  - Some schools used Achievement Tests normed for May- TOO EASY or TOO DIFFICULT
- Schools using Achievement Tests
  - Generally least satisfied with results

# Distribution of Math Assessments

| School | PK/JK/PS | K   | 1   | 2   |
|--------|----------|-----|-----|-----|
| A      | S        | S   | S   | S   |
| B      | NA       | G/S | S   | S   |
| C      | S        | S   | S   | S   |
| D      | S/K      | S/K | SE  | SP  |
| E      | S        | S   | S   | S   |
| F      | G        | S   | S   | MI  |
| G      | NA       | S   | S   | S   |
| H      | NA       | NA  | SAT | SAT |
| I      | NA       | S   | S   | ND  |

Key: G= Gesell, MI= Math Inventory, SAT= Stanford Achievement Test (partial or whole), Key: S= School Developed, K=K-SEAL, SE= SESAT 2, SP= SAT Pri-1, NA= Not Applicable, ND= No Data

# Distribution of Language/Reading Assessments

| School | PK/JK/PS | K   | 1     | 2     |
|--------|----------|-----|-------|-------|
| A      | S        | S   | ND    | ND    |
| B      | NA       | S   | S     | S     |
| C      | S        | S   | S     | S     |
| D      | S/K      | K   | SE    | SP    |
| E      | S        | S/D | D     | D/DR  |
| F      | S        | S   | S     | T     |
| G      | NA       | S   | S     | S     |
| H      | NA       | NA  | S/SAT | S/SAT |
| I      | NA       | S   | S     | ND/NA |

Key: S= School Developed, T= TCRWP, K=K-SEAL, SE= SESAT 2, SP= SAT Pri-1, D= DIBELS, DR= DRA, SAT= SAT (Partial), NA= Not Applicable, ND= No Data

# Play Group Assessment Findings

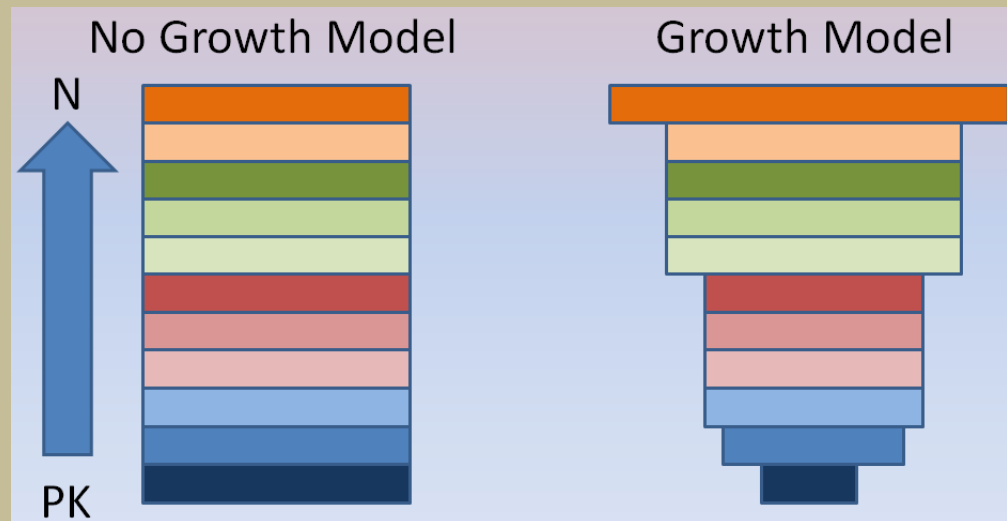
## 3. Rolling enrollments vs. testing and developmental observations

- In Situ Observations
- Limited behavioral observations
- Problems likely more pronounced in earlier years as result of high variability in rate of development

# Play Group Assessment Findings

4. No standard for assessing what a child should know in prekindergarten and kindergarten

## School Readiness?



# Kindergarten Math Assessment

## School A

1. Count starting at 1
2. Count backwards from 10
3. Name these numbers (0-10, 11, 20, 21, 99)
4. Copy (circle, plus, square, triangle)

## School B

1. Make 5 red circles
2. Make 3 green plus signs
3. Make 4 blue squares
4. Make 1 purple triangle
5. Count frogs in basket

# Play Group Assessment Findings

## 5. Consistency issues across grades between schools and within schools

- Link to how test is developed
  - Each Year
  - Standard from one year to the next/Session to session
  - Grade level teachers create assessment
  - Baseline- Current students vs. raw score

## Finding 5 Cont.

- Across schools/Within schools- Issues with consistency in how tests were constructed
  - Small groups of teachers develop assessment each year
  - May not represent a logical progression from one grade to next in given year
- Schools with internally developed assessments, documented, used over multiple years reported greater satisfaction.



# Brain Break- A Quick Question

# Your Turn...



penny



nickel

3. Count the coins.



# Play Group Assessment Findings

- Issues with how to score academic part of group play noted in all schools
  - Often discussion of what constitutes a correct answer often discussed during assessment
  - Misinterpretations of what a child was able to do not accurately reflecting the child's ability
- Tempered by
  - Not present in all items
  - Admission decision made on multiple data points

And Your Answer Is...

# Your Turn...



3. Count the coins.



## Student Answers

10 students answered 4

1 student answered 18

4 students answered 12

## Finding 6 Cont.

- Issues with how to score academic part of group play noted in all schools
  - Often discussion of what constitutes a correct answer often discussed during assessment
  - Misinterpretations of what a child was able to do not accurately reflecting the child's ability
- Tempered by
  - Not present in all items
  - Admission decision made on multiple data points

# Activity 2

## Unpacking Common Domains

1. Physical Development
2. Emotional Development
3. Social Development
4. Cognitive Development

## Activity 3

A. What is important to observe in each of the following?

B. What is important to observe?

C. What does that observation tell us about the child?

1. Entry/Exit
2. Free Play
3. Circle Time
4. Teacher Directed Activity
5. Playgroup Individual Assessment

# Activity 4

Review of existing observations sheets/rubrics

- Admission materials from your school
  - Admission materials from study
1. What is of interest/importance based on data sheet?
  2. What domains being evaluated?
  3. How are they evaluated?
  4. Evaluation criteria?



# Characteristics of Successful Students

| Term                   | Frequency |
|------------------------|-----------|
| Creative               | 5         |
| Curious                | 3         |
| Engaged                | 7         |
| Caring and empathetic  | 9         |
| Independent            | 5         |
| Motivated              | 7         |
| Work Ethic             | 6         |
| Honest and Responsible | 5         |
| Collaboration          | 4         |
| Perseverance           | 7         |
| Well Rounded           | 3         |
| Eager to Learn         | 5         |

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| Perseverance           | 7         |
| Well Rounded           | 3         |
| Eager to Learn         | 5         |

**GRIT**

# Parting Challenge

- Take this process back to your school
- Engage your faculty in similar conversations
- Review and Renew your play group assessments
- Focus on closing gap between current practices and characteristics of a successful student

# Thank You

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Observation Data Sheets/Rubrics from Early Childhood Admissions Study  
Conducted in 2012 by Chris Bigenho  
Commissioned by SSATB

During the study, various materials were collected from each of the participating schools. The pages that follow are observation sheets from schools evaluating students for admission to pre-kindergarten and kindergarten. The last example is from a school evaluating students for admission to first grade. While each of the schools evaluating students for admission to PK and K each had a playgroup assessment, each varied in how the assessment was set up as well as the type of information they were collecting. As you look through these sheets, keep in mind that each school is unique and has an opportunity to design systems that work specifically for them. Also note the types of information gathered as well as what is missing. As you read through these and review your own observation rubrics/documents, keep in mind the activity with the 5 words describing a student who would be successful in your school. How well does your own process, observation rubrics and data sheets reflect these 5 words or the philosophy of how teaching and learning take place at your school?



APPLICATION FOR KINDERGARTEN

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Date of Visit: \_\_\_\_\_ # \_\_\_\_\_ in Group: \_\_\_\_\_ School: \_\_\_\_\_

Rate \_\_\_\_\_ using the scale of 1 to 5, with 1 being the best.

ENTRANCE:

|                     |   |   |   |   |   |
|---------------------|---|---|---|---|---|
| Separation          | 1 | 2 | 3 | 4 | 5 |
| Find place at table | 1 | 2 | 3 | 4 | 5 |

NOTES:

DRAW SELF- PORTRAIT:

|                        |   |   |   |   |   |
|------------------------|---|---|---|---|---|
| Fine Motor/Pencil Grip | 1 | 2 | 3 | 4 | 5 |
| Attention to detail    | 1 | 2 | 3 | 4 | 5 |

(IF STUDENT HAS EXTRA TIME HE CAN DRAW ADDITIONAL MEMBERS OF \_\_\_\_\_ FAMILY)

NOTES:

Q & A:

PERSONAL INFORMATION:

|                           |    |    |
|---------------------------|----|----|
| How did you get here      | OK | NO |
| Current School            | OK | NO |
| Current Teachers          | OK | NO |
| Age and Birthday          | OK | NO |
| Where do you live/Address | OK | NO |

LANGUAGE DEVELOPMENT:

|                       |    |   |   |   |            |
|-----------------------|----|---|---|---|------------|
| Speech/Articulation   | OK |   |   |   | DISTORTION |
| Expressive Vocabulary | 1  | 2 | 3 | 4 | 5          |
| Syntax                | 1  | 2 | 3 | 4 | 5          |
| Receptive             | 1  | 2 | 3 | 4 | 5          |

NOTES:



Name:

**SHAPE COPYING:**

- Please use your pencil to write your name at the top of your page.
- Please make five red circles.
- Please make three green plus signs.
- Please make four blue squares.
- Please make one purple triangle.

|                              |    |    |
|------------------------------|----|----|
| Knows colors                 | OK | NO |
| Left to Right                | OK | NO |
| Correct orientation of paper | OK | NO |

**WORK HABITS:**

|                         |   |   |   |   |   |
|-------------------------|---|---|---|---|---|
| Follows Directions      | 1 | 2 | 3 | 4 | 5 |
| Concentration/Attention | 1 | 2 | 3 | 4 | 5 |
| Waits for turn          | 1 | 2 | 3 | 4 | 5 |
| Raises hand             | 1 | 2 | 3 | 4 | 5 |
| Organization            | 1 | 2 | 3 | 4 | 5 |
| Independence            | 1 | 2 | 3 | 4 | 5 |

NOTES:

**PLAYTIME:**

(During Playtime teachers will call up  to complete Individual Work. Use Individual Work Form for notes.)

|                        |   |   |   |   |   |
|------------------------|---|---|---|---|---|
| Shares                 | 1 | 2 | 3 | 4 | 5 |
| Communicates w/peers   | 1 | 2 | 3 | 4 | 5 |
| Involved in activities | 1 | 2 | 3 | 4 | 5 |
| General Social Skills  | 1 | 2 | 3 | 4 | 5 |

NOTES:

Name:

**STORY/SNACK:**

|                             |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|
| Ability to sit              | 1 | 2 | 3 | 4 | 5 |
| General comprehension       | 1 | 2 | 3 | 4 | 5 |
| Attention to details        | 1 | 2 | 3 | 4 | 5 |
| Ability to make predictions | 1 | 2 | 3 | 4 | 5 |

NOTES:

EXHIBIT A-3

**BEHAVIORAL OBSERVATIONS:**

|                               |   |   |   |   |   |
|-------------------------------|---|---|---|---|---|
| Interaction w/adults          | 1 | 2 | 3 | 4 | 5 |
| Interaction w/peers           | 1 | 2 | 3 | 4 | 5 |
| Comfort w/interview           | 1 | 2 | 3 | 4 | 5 |
| Stamina                       | 1 | 2 | 3 | 4 | 5 |
| Appropriate level of activity | 1 | 2 | 3 | 4 | 5 |
| Transitions                   | 1 | 2 | 3 | 4 | 5 |

NOTES:

**OVERALL IMPRESSION**

(Please give specific detail and as much explanation as possible)

**ACADEMIC:** STRONG      MEDIUM      WEAK

**SOCIAL:**      STRONG      MEDIUM      WEAK

IS MORE INFORMATION NEEDED? PLEASE LIST:



## Assessment for Junior Kindergarten

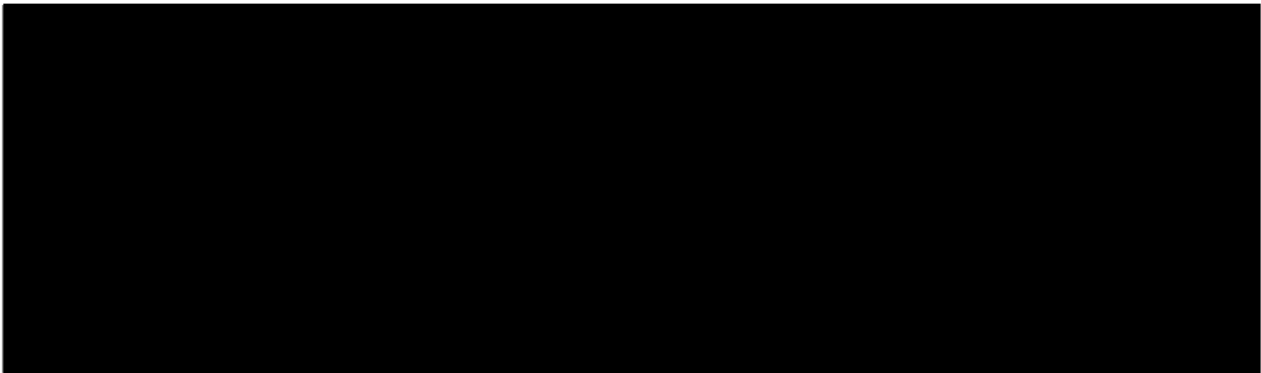
|                    |                     |
|--------------------|---------------------|
| Name of Student:   | Date of Birth:      |
| Name of Evaluator: | Date of Evaluation: |

**Social Play:**

| Skills Observed                              | Y | N | Skills Observed                          | Y | N |
|--|---|---|--|---|---|
| Separates from parents                       |   |   | Stays on task/ Needs little redirection  |   |   |
| Speaks understandably/ in complete sentences |   |   | Responds positively to adult interaction |   |   |
| Follows verbal directions                    |   |   | Engages in play                          |   |   |
| Listens without interrupting                 |   |   | Helps at clean-up time                   |   |   |
| Interacts well with children                 |   |   | Shares                                   |   |   |



**PRESCHOOL CANDIDATE GROUP EVALUATION FORM - Grades PK & K**



In relation to boys and girls of the same age, please summarize your general impressions and observations as follows:

|   | Above<br>Expectations | Age<br>Appropriate | Below<br>Expectations |
|---|-----------------------|--------------------|-----------------------|
| I. Physical Development   |                       |                    |                       |
| A. Fine motor coordination  |                       |                    |                       |
| 1. pencil control   | _____                 | _____              | _____                 |
| 2. use of scissors & manipulatives  | _____                 | _____              | _____                 |
| B. Speech (enunciation)   | _____                 | _____              | _____                 |
| II. Emotional Development   |                       |                    |                       |
| A. Self-confidence (adapting to new situation, separation from parent, positive)        | _____                 | _____              | _____                 |
| B. Self-control (ability to express feelings in an appropriate manner)                  | _____                 | _____              | _____                 |
| C. Handling transition  | _____                 | _____              | _____                 |
| III. Social Development   |                       |                    |                       |
| A. Interaction with teacher (acceptance of limits & teacher suggestions)                | _____                 | _____              | _____                 |
| B. Interaction with peers (works & plays well in group situation, willingness to share) | _____                 | _____              | _____                 |
| C. Attention during story   | _____                 | _____              | _____                 |
| IV. Cognitive Development   |                       |                    |                       |
| A. General information  | _____                 | _____              | _____                 |
| B. Vocabulary   | _____                 | _____              | _____                 |
| C. Listening  | _____                 | _____              | _____                 |
| D. Ability to follow directions   | _____                 | _____              | _____                 |

PRESCHOOL OBSERVATION TESTING SHEET - INDIVIDUAL



| Plus<br>+ | OBSERVATIONS                                   | Minus<br>- |
|-----------|--|------------|
|           | Impulse control                                |            |
|           | Ability to sustain attention (distractibility) |            |
|           | Maturity – rapport with tester                 |            |
|           | Ability to understand (response style)         |            |
|           | Anxiety level                                  |            |
|           | Cooperative                                    |            |
|           | Articulation                                   |            |
|           | Speed  |            |
|           | Tolerance of frustration                       |            |
|           | Focus  |            |



### ADDITIONAL INTERVIEW QUESTIONS

1. What is your full name? \_\_\_\_\_
2. Where do you live? \_\_\_\_\_
3. Where do you go to school, and what is your teacher's name? \_\_\_\_\_

#### Number Recognition (Show me the ones that you know\*)

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

Comments (if any) \_\_\_\_\_

#### Letter Recognition (Show me the ones that you know\*)

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

Comments (if any) \_\_\_\_\_

#### Letter Recognition (Show me the ones that you know\*)

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

Comments (if any) \_\_\_\_\_

\* Circle indicates incorrect response.

Admission Playgroup Observation Sheet




Applicant Name: \_\_\_\_\_  
 Entering Grade: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_  
 Current School: \_\_\_\_\_  
 Special Considerations: \_\_\_\_\_  
 Visual Characteristics: \_\_\_\_\_

|   | 1 — Well dev. | 2 — | 3 — Less dev. | Notes: |
|---|---------------|-----|---------------|--------|
| 1. Large Motor Skills                   |               |     |               |        |
| 2. Small Motor Skills                   |               |     |               |        |
| • Cutting                               |               |     |               |        |
| • Coloring                              |               |     |               |        |
| • Writing                               |               |     |               |        |
| 3. Meets new situations confidently     |               |     |               |        |
| 4. Adjusts to group setting             |               |     |               |        |
| 5. Interacts positively:                |               |     |               |        |
| • With peers                            |               |     |               |        |
| • With teachers                         |               |     |               |        |
| 6. Values own work                      |               |     |               |        |
| 7. Displays self-control                |               |     |               |        |
| 8. Cooperates:                          |               |     |               |        |
| • With peers                            |               |     |               |        |
| • With teachers                         |               |     |               |        |
| 9. Takes responsibility                 |               |     |               |        |
| 10. Attention span appropriate          |               |     |               |        |
| 11. Listens attentively                 |               |     |               |        |
| 12. Follows directions                  |               |     |               |        |
| 13. Works independently                 |               |     |               |        |
| 14. Participates in discussion          |               |     |               |        |
| 15. Expresses ideas clearly             |               |     |               |        |
| 16. Shows originality in ideas          |               |     |               |        |
| 17. Cognitive ability evident           |               |     |               |        |
| 18. Creativity and imagination apparent |               |     |               |        |

Comments/Notes:



  
Early Childhood Playgroup Assessment

Playgroup Date: Jan. 21 or Feb. 4 (circle one)

Session: 9:00a.m. or 11:00a.m. (circle one)

Name: \_\_\_\_\_

Age as of Playgroup Date: \_\_\_\_\_

Group Teachers: \_\_\_\_\_

Age at Planned Enrollment: \_\_\_\_\_

Teacher A: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_

Teacher B: \_\_\_\_\_

Grade Applying for: \_\_\_\_\_

Teacher C: \_\_\_\_\_

(RH: Recommended Highly; R = recommended;  
RW/R = recommended w/reservation; DNR = do not  
recommend)

**Social and Emotional Skills:** (cooperativeness, independence, separation from parents, ability to share, level of participation)

**Language:** (expressiveness, receptiveness, articulation, fluency, syntax, ESL, ability to answer questions, comprehension, vocabulary)

**Processing:** (sequencing, following directions, attention span, concentration)

**Group Activities:** (questions and answers: name, age, story, etc.)  
(Story)

**EXHIBIT E-2**

**Quantitative:** (counting, more/less, most/least, equal,  $\frac{1}{2}$ , etc.)

**Symbol Recognition:** (letters, name, and numbers)

**Visual/Motor Integration and Skills:**

(Self portrait, writes name, pencil grip with left or right hand, changes hands; puzzles, blocks. Gross: hop, skip, balance)

**General Comments and Recommendations:**



First Grade Observation

Notes on activities:

I. Free Choice: Separation, attitude, personality, interaction with peers, initiative, independence, responsibility, type of activities:

II. Math: Ability to follow directions, persistence, effort, ease in task completion

Score: \_\_\_\_\_

III. Language Activity and Writing: Focus and attention, participation

Beginning Writer

Developing Writer

Fluent Writer

IV. Reading:

Beginning Reader

Developing Reader

Fluent Reader

Circle One

Should be ready socially and emotionally: Yes No Uncertain

I would like to have this child in my class: Yes No Uncertain

Overall

Rating 5: Outstanding 4: Above Average 3: Average 2: Below Average but Admissible 1: Not Ready

Comments:

Child's Name: \_\_\_\_\_ Teacher's Signature: \_\_\_\_\_



## Five Word Activity

During the study, I asked each participant at each school to answer the question of “What 5 words would describe a student who would be successful at your school?”. The data from the study was presented in the session and is included in the slide stack. I have also included in this submission the discussion of this part of the study as presented in the summary findings from the 2012 study. The list below is a frequency count of the words supplied during the session by those who posted their five words on the wall. While not done here, the next step would be to begin to code these words into categories and then map them back to aspects of the admissions process. It is interesting to compare this list with the words that were collected over the course of the study. There are some interesting similarities between the lists. This could be great material for further discussion with your faculty at your respective schools.

Frequency Chart- 5 Words describing a student who would be successful at your school

| WORD          | FREQUENCY |
|---------------|-----------|
| Curious       | 8         |
| Engaged       | 4         |
| Collaborative | 5         |
| Determined    | 2         |
| Joyful        | 2         |
| Happy         | 2         |
| Kind          | 2         |
| Enthusiastic  | 1         |
| Innovator     | 1         |
| Cooperative   | 2         |
| Creative      | 6         |
| Risk Taker    | 3         |
| Adaptable     | 2         |
| Independent   | 3         |
| Discipline    | 1         |

| WORD             | FREQUENCY |
|------------------|-----------|
| Responsible      | 1         |
| Resilient        | 3         |
| Maturity         | 1         |
| Leader           | 1         |
| Willingness      | 1         |
| Focused          | 1         |
| Ready            | 1         |
| Motivated        | 1         |
| Competent        | 1         |
| Inclusive        | 1         |
| Communicator     | 2         |
| Critical Thinker | 1         |
| Friendly         | 1         |
| Love to Learn    | 1         |
| Solution Seeker  | 1         |
| Self Control     | 1         |
| Open Minded      | 1         |
| Hard Worker      | 1         |
| Well Rounded     | 1         |
| Problem Solver   | 1         |
| Interested       | 1         |
| Positive         | 1         |
| Comfortable      | 1         |

The following is an excerpt from the Summary Report of the Early Childhood Admission Assessment Study. This section talks about the findings of the words that describe a student who would be successful at each school that participated in the study.

### Successful Students- Characteristics and Traits

During each interview, individuals were asked to consider five words that would describe the skills and or characteristics of a student who would do well in their school. The purpose here was to capture a sense of how the individuals involved in the admission process at the school perceived the school perceived and perceived the type of students they felt would succeed in their community. Some of these interviews were conducted as individuals while others were conducted as groups. Over 100 descriptive terms were offered across the schools in the study. Of these, some terms were duplicated within schools through separate interviews indicating that several individuals at the school had similar beliefs relating to the characteristics and skills of a student who would be successful in their school. When looking at the words across schools, there were several that were repeated indicating common traits, characteristics and skills that students might need to be successful within their communities. This indicates common characteristics across these schools.

The words collected in these interviews can be categorized as character terms, personality terms, and learning terms. Another category was prevalent across several schools- parent traits. The following terms were most common across the schools.

| <b>Term</b>            | <b>Frequency</b> |
|------------------------|------------------|
| Creative               | 5                |
| Curious                | 3                |
| Engaged                | 7                |
| Caring and empathetic  | 9                |
| Independent            | 5                |
| Motivated              | 7                |
| Work Ethic             | 6                |
| Honest and Responsible | 5                |
| Collaboration          | 4                |
| Perseverance           | 7                |
| Well Rounded           | 3                |
| Eager to Learn         | 5                |

At the top of the list were characteristics that indicated a sense of others and a willingness to work hard and be fully engaged in the learning process. Creativity was also well represented across several schools.

Several other terms deserve mention. A willingness for students to take risks showed up in two of the schools. This characteristic can be linked to independence and creativity and was used in context of intellectual risk taking. Of special note are the terms associated with parent traits. There were several schools that indicated the success of a child at the school was also related to parent characteristics and interactions with the child. Parents were referenced 9 times across several schools and multiple times within some schools.

It is also worth noting what seemed to be missing. There was only one mention of child intelligence (bright children) across all of the schools. There seemed to be a sense across all of the schools that they serve a wide range of children. There was concern that they are not able to serve the needs of those who have significant issues with learning differences. Considering the context of this line of questioning, it seems that schools recognize that character and work habit traits are far more important to the success of a child in the school than natural intelligence. This interpretation is also supported in the lack of ranking present in the schools across the study.

## **Activity 2**

### **Observable Characteristics of the Four Domains**

During the session today, we broke into groups and brainstormed around things that were observable in group observation session. These items were then placed on post-it notes then placed on large paper under one of the four domains noted in the original study. These domains were common throughout all of the schools that participated in the original study and were present in all of the playgroup testing sessions. The lists that follow are the raw data collected from today's session. As you look through this data you will see certain observable characteristics represented multiple times under a single domain. You will also see related characteristics that could likely be grouped together. You will also see that some of the items are represented multiple times across domains.

### **Questions to Consider**

As you explore this data, consider the purpose for this data. What does the literature say about the items on this list related to predicting success in school or being able to identify developmental disorders that may be difficult to work within the context of an independent school? What assumptions are being made with items on these lists? Are these assumptions valid and supported by the literature? How do these items relate to the philosophy of teaching and learning at your school? What is missing from these lists? If you are looking for any of these items in your school's admission process, what criteria are you using to evaluate and has that criteria been validated? How do these items compare to your list of five characteristics of a student who would be successful at your school?

The four development domains are:

1. Physical Development
2. Emotional Development
3. Social Development
4. Cognitive Development

One group added Non-Cognitive as a domain.

## Physical Development Domain

Physical development- coordinated

Pencil grip

Fine motor

Funny looking kid- Physical development=mental development

Gross Motor

Fine Motor

Appropriate energy level

Toilet training

Gross motor

Design reproduction

Fine motor cutting

Plant 3 seeds

Balance

Gross motor hopping

Fine Motor - pencil grip

Skipping

Pencil grip

Singing/directions to move

Gross motor sitting in chair

Gross motor- throwing and catching

Sit stamina

Speech

Gross motor

Ball toss and catch

Pencil grip

Cutting-fine motor

Crossing midline

hopping

skipping

Balance

Stamina

## **Emotional Development Domain**

Ability to transition

Separation

Happiness

Recovery skills

General demeanor

Complying

Accomplishment feeling

Composure

Affect

Rally from sad/scared

Frustration level

Separation

Caring/Kind

Inquisitiveness

Curiosity

Happy

Joyful

Resiliency

Separation from parents

Frustration

Risk taking

Separation from parents

Flexibility

Revealing inner value systems

Reveals core values

Ability to work independently

Maintain corrected behavior

Follow oral direction independently

Listens attentively

Cooperates and shares

Mature conversation

Emotionally independent

## **Social Development Domain**

Preference  
Participates  
Sharing  
Taking turns  
Share  
Sense of caring  
Take turns  
Relating- Interacting  
Competitive  
Sharing  
Helpful  
Respectful- Adults and peers  
Follower  
Leader  
Interaction  
Snack time  
Self awareness  
Self control  
Ability to work in a group  
Separation from parent  
Ability to take turns  
Share  
Acceptance of limits  
Sharing toys  
Sharing physical space  
Lining up  
Transitioning  
Eye contact



## **Cognitive Development Domain**

Focus on task  
Rhyming  
Applying value  
Memory  
Patterns  
Sounds  
Verbal articulation  
How long can they concentrate  
Block building  
Follow step directions  
Number sense  
Sequencing  
Communication skills- complete sentences  
1-1  
Shape recognition  
Ability to follow directions  
Analogies  
Cause and effect  
Alphabet recognition  
Story recall  
Phonetic development  
Draw a man  
Sing the alphabet  
Completes work timely  
Sound-Letter correlation  
Self Portrait  
Sequencing a story  
Sound segmentation  
Pattern recognition  
Write name  
Counting  
One-to-one correspondence  
Reactions to story read

**Non-Cognitive Domain (Added by one group)**

Self

Regulation

Focus

Creativity

Cooperation

Collaboration