




Washington Kindergarten Inventory of Developing Skills

Leading the Use of WaKIDS Data: Administrators' Webinar



October 23, 2014

Teaching Strategies GOLD® Objectives for Development & Learning, Birth Through Kindergarten © 2010 by Teaching Strategies, LLC, Bethesda, MD. Used with permission of Teaching Strategies, LLC.

Our Focus for Today


- Making Optimal Use of WaKIDS Results
 - Using GOLD™ Reports Effectively
 - Modeling One District's Use of WaKIDS Data: Bellingham Public Schools

Washington Kindergarten Inventory of Developing Skills

How GOLD™ Results are Used

- **State level:** inform policy and practice
 - Renewed focus on early numeracy as a result of WaKIDS data
- **Regional level:** engage community and education-based groups in conversation about needs of entering students
 - Early Learning Regional Coalitions reviewing and sharing data



Washington Kindergarten Inventory of Developing Skills

How GOLD™ Results are Used

- o **District level:** engage teachers, specialists and administrators in conversation about kindergartners' needs; guide district-level P-3 decisions
- o **Building/teacher level:** inform instruction through considered use of formative and summative data; provide feedback to parents/families on students' strengths

WaKIDS = catalyst for conversation

GOLD™ Reports

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Clarissa Martinez, Content Development Associate, Teaching Strategies
 Tim Reed, Product Development Manager, Teaching Strategies

Review of GOLD™ Reports

Used by Administrators

- Assessment Status Report
- Comparative Report
 - GOLD™ Readiness
 - Widely Held Expectations
 - National Normative Sample
- Snapshot Report

Used by Teachers

- Assessment Status Report
- Class Profile Report
- Individual Child Report
- Development and Learning Report
- Family Conference Form

GOLD™ Terminology

Progression of Development and Learning – paths, or trajectories, that children typically follow when acquiring a skill or behavior

Widely Held Expectations – criterion referenced, research based expectations for where we typically see children’s skills, knowledge, and behaviors for each age or class/grade.

GOLD™ Readiness – research based point on progression that indicates kindergarten readiness (where blue and purple colored bands meet but don’t overlap; level before the purple colored band)

GOLD™ Terminology

Area of Development and Learning – broadest domain of development and learning (10 areas)

Objective – a statement of expectations of knowledge, skills, and behaviors (predictor of school success)

Dimension – a specific aspect or subskill of an objective

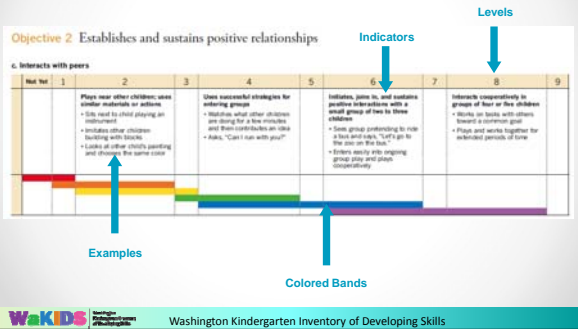
Level – the rating scale that describes specific points along the progression for each objective/dimension

Indicator – developmental milestones typically seen from birth through kindergarten

Example – different ways that children show what they know and can do

Colored Bands – show the age or class/grade ranges for widely held expectations (purple colored band demonstrates kindergarten expectations)

Anatomy of a Progression



Reports Used by Administrators

WaKIDS Washington Kindergarten Inventory of Developing Skills

Assessment Status Report

When to Run It	Purposes
Before October 31, weekly and even daily in the last two weeks of October	To identify potential missing data and/ or students To ensure data are finalized

WaKIDS Washington Kindergarten Inventory of Developing Skills

Assessment Status Report , *continued*

Admin Site — Assessment Status Report

Currently Viewing:
 Period: Fall 2013/2014
 Checkpoints: Finalized Only

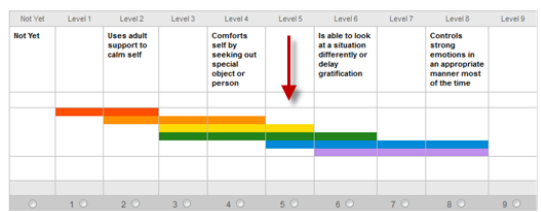
Site: Admin Site

Class	Number of Children	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Tim Reed's Classes							
Beans	16	0%	0%	0%	0%	0%	0%
Garden	0	0%	0%	0%	0%	0%	0%
Placemat	0	0%	0%	0%	0%	0%	0%
Orangutans	0	0%	0%	0%	0%	0%	0%
Kindergarten	0	0%	0%	0%	0%	0%	0%
Kindergarten Class 1	2	0%	0%	0%	0%	50%	0%
ToadStew	1	0%	0%	0%	0%	100%	0%
Zebra	2	0%	0%	50%	0%	0%	0%
Mr. Reed's Pre-K Class	0	0%	0%	0%	0%	0%	0%

WaKIDS Washington Kindergarten Inventory of Developing Skills

Kindergarten Readiness Benchmark

Readiness: Where blue meets purple but doesn't overlap



Comparative Report - GOLD™ Readiness

When to Run It	Purpose
After running the Assessment Status report to ensure that all data are finalized for a given checkpoint period	To get a sense of where children's knowledge, skills, and behaviors are compared to the Teaching Strategies Kindergarten Readiness Benchmark

Comparative Report - GOLD™ Readiness

		Fall 2013-2015			
	# Children	Average	% Children Emerging	% Children Accomplished	% Children Accomplished
Social-Emotional					
EM Test Org	36	687.8	95	96.7%	95
Physical					
EM Test Org	36	586.8	82	87.8%	80
Language					
EM Test Org	36	597	89	94.4%	89
Cognitive					
EM Test Org	36	621.8	89	94.4%	89
Literacy					
EM Test Org	36	685.2	95	96.7%	95
Mathematics					
EM Test Org	36	636.1	89	94.4%	89

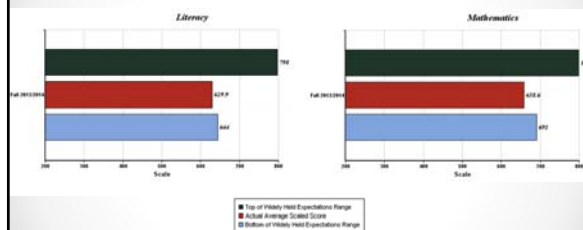
Comparative Report – Widely Held Expectations

When to Run It	Purpose
After running the Assessment Status report to ensure that all data are finalized for a given checkpoint period	To get a sense of where children's knowledge, skills, and behaviors are compared to widely held expectations

Comparative Report – Widely Held Expectations

Social Emotional	Widely Held Expectations	Fall 2013/2014							
Bottom	Top	# Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
130 Test Org	650 - 750	96	693.0	84	87.5%	0	0.0%	0	0.0%
Physical	Widely Held Expectations	Fall 2013/2014							
Bottom	Top	# Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
130 Test Org	640 - 720	96	683.0	93	96.9%	0	0.0%	0	0.0%
Language	Widely Held Expectations	Fall 2013/2014							
Bottom	Top	# Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
130 Test Org	670 - 800	96	724.0	88	91.7%	0	0.0%	0	0.0%
Cognitive	Widely Held Expectations	Fall 2013/2014							
Bottom	Top	# Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
130 Test Org	670 - 800	96	727.0	93	96.9%	0	0.0%	0	0.0%
Literacy	Widely Held Expectations	Fall 2013/2014							
Bottom	Top	# Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
130 Test Org	644 - 730	96	693.0	87	90.7%	0	0.0%	0	0.0%
Mathematics	Widely Held Expectations	Fall 2013/2014							
Bottom	Top	# Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
130 Test Org	680 - 800	96	708.0	96	100.0%	0	0.0%	0	0.0%

Comparative Report – Widely Held Expectations



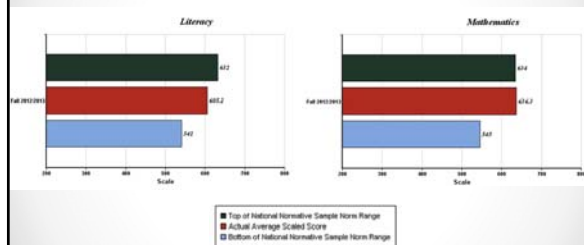
Comparative Report - National Normative Sample

When to run it?	Purpose
After running the Assessment Status report to ensure that all data are finalized for a given checkpoint period	To get a sense of where children's knowledge, skills, and behaviors are compared to the National Normative Sample (data from children in GOLD™ nationwide from the previous school year)

Comparative Report - National Normative Sample

	Bottom	Top	# Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
Social-Emotional										
Tot Test Org	302	448	36	407.9			36	100%		
Physical										
Tot Test Org	481	637	36	588.9			34	94.4%	2	5.6%
Language										
Tot Test Org	551	638	36	594			36	100%		
Cognitive										
Tot Test Org	552	634	36	603.9			34	94.4%	2	5.6%
Literacy										
Tot Test Org	541	632	36	601.2			34	94.4%	2	5.6%
Mathematics										
Tot Test Org	545	634	36	636.7			31	87.9%	5	12.1%

Comparative Report - National Normative Sample



Raw Scoring

Objective 15 Demonstrates phonological awareness

Kindergarten student's score = 16

Widely held expectations for kindergarten = 14-24

WAKIDS Washington Kindergarten Inventory of Developing Skills

Literacy

	Widely Held Expectations for Kindergarten (Purple Colored Band)	Student Score
Phonological Awareness	14-24	16
Alphabet Knowledge	6-16	7
Print Concepts	6-8	5
Comprehension	13-24	16
Writing	10-12	10
Summary	49-84	54

WAKIDS Washington Kindergarten Inventory of Developing Skills

Snapshot Report

When to Run It	Purposes
After running the Assessment Status report to ensure that all data are finalized for a given checkpoint period	To get a sense of where children's knowledge, skills, and behaviors are after a given checkpoint period To compare scores to widely held expectations (criteria-referenced)

WAKIDS Washington Kindergarten Inventory of Developing Skills

Snapshot Report

Table 17: Literacy by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	0 - 2									
1 to 2 years (Orange)	4 - 8									
2 to 3 years (Yellow)	12 - 24									
Preschool 3 classgrade (Green)	24 - 44									
Pre-K 4 classgrade (Blue)	34 - 70									
Kindergarten (Purple)	53 - 92	12	60%	51.1	8	40%	53.9			

Table 18: Literacy by Class

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
NEW WAKIDS Checklist Data Class F/W 2013/2014	12	60%	51.1	8	40%	53.9			

Snapshot Report, continued

Table 31: Literacy

Objective/Description	Age or Class/Grade	Item ID	1	2	3	4	5	6	7	8	9	10
17A: Listen and discriminate rhymic	Kindergarten						8	12				
							40.00%	67.00%				
17B: Listen and discriminate illustration	Kindergarten			1		12	7					
				3.00%		80.00%	33.00%					
17C: Listen and discriminate make and make-up of sound	Kindergarten			11		14	11					
				15.00%		70.00%	17.00%					
17D: Identify and name letters	Kindergarten					10	8	2				
						50.00%	40.00%	10.00%				
17E: Letter-numeric knowledge	Kindergarten		1	15	0							
			22.00%	50.00%	0.00%							
17F: Letter-numeric concepts	Kindergarten			0		15	1					
				0.00%		80.00%	3.00%					
17G: Match items that rhyme and have common letters	Kindergarten				0	17	3					
					23.00%	80.00%	13.00%					

Reports Used by Teachers

Class Profile Report

Summary

Observation Dimension	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
14a. Notices and discriminates rhyme	Kindergarten (Public)							Connor Jackson Jack Hoffmann Caden Reed JJ Hutchins Emily Bridges Preston Bergan Cristal Gower Ella Moran	Sam Larkin Caden Reed Stephen Bergan George Fend Lorenz Foster Miguel Martinez Katie Park Lorenz Foster Miguel Martinez Katie Park		
14b. Notices and discriminates alliteration	Kindergarten (Public)		Connor Jackson					Connor Jackson Lorenz Foster Stephen Bergan Caden Reed George Fend Emily Bridges Miguel Martinez Cristal Gower Katie Park Ella Moran	Sam Larkin Caden Reed Jack Hoffmann Stephen Bergan Caden Reed George Fend Preston Bergan Cristal Gower Katie Park		
14c. Notices and discriminates smaller and smaller units of sound	Kindergarten (Public)		Sam Larkin JJ Hutchins Miguel Martinez					Stephen Bergan Miguel Martinez Ella Moran Lorenz Foster Cristal Gower Emily Bridges Preston Bergan Cristal Gower Katie Park Ella Moran	Sam Larkin Caden Reed Jack Hoffmann Stephen Bergan Caden Reed George Fend Lorenz Foster Miguel Martinez Katie Park Ella Moran		

WaKIDS Washington Kindergarten Inventory of Developing Skills

Individual Child Report

Summary

Observation Dimension	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
14a. Notices and discriminates rhyme	Kindergarten (Public)							Fall 2013/2014			
14b. Notices and discriminates alliteration	Kindergarten (Public)				Fall 2013/2014						
14c. Notices and discriminates smaller and smaller units of sound	Kindergarten (Public)							Fall 2013/2014			
14d. Identifies and names letters	Kindergarten (Public)							Fall 2013/2014			
14e. Uses letter sound knowledge	Kindergarten (Public)				Fall 2013/2014						
14f. Uses and applies letter sounds	Kindergarten (Public)							Fall 2013/2014			
14g. Uses letter sounds	Kindergarten (Public)				Fall 2013/2014						
14h. Uses emergent reading skills	Kindergarten (Public)							Fall 2013/2014			
14i. Reads stories	Kindergarten (Public)							Fall 2013/2014			
14j. Writes names	Kindergarten (Public)							Fall 2013/2014			

WaKIDS Washington Kindergarten Inventory of Developing Skills

Development and Learning Report

Currently, Kate:	Recommended Activity:
Comfirms self by asserting out special object or person	Active Learning [View Other Activities]
Accepts redirection from adults	Take Signs and Signals [View Other Activities]
Seeks to do things for self	Let's Go! [View Other Activities]
Is beginning to perform simple feeding tasks with increasing independence	
Is beginning to perform simple toileting and personal hygiene tasks and attempts more complex tasks	
Performs simple dressing tasks and attempts more complex dressing tasks	
Is beginning to manage separations without distress and engages with trusted adults	All for Two [View Other Activities]
Demonstrates concern about the feelings of others	Others Have Feelings, Too! [View Other Activities]
Is beginning to use successful strategies for entering groups	Rock the Boat [View Other Activities]
Is beginning to play with one or two preferred playmates	Reaching Out
Is beginning to take turns	Memory Match [View Other Activities]
Seeks adult help to resolve social problems	Feeling Good! [View Other Activities]

WaKIDS Washington Kindergarten Inventory of Developing Skills

Development and Learning Report, *continued*

Next Kate will:

- Begin to be able to look at a situation differently or delay gratification
- Begin to manage classroom rules, routines, and transitions with occasional reminders
- Begin to demonstrate confidence in meeting own needs
- Perform simple feeding tasks with increasing independence
- Perform simple toileting and personal hygiene tasks and attempts more complex tasks
- Begin to follow simple health and safety rules while performing complex dressing tasks
- Manage separations without distress and engages with trusted adults
- Begin to identify basic emotional reactions of others and their causes accurately
- Use successful strategies for entering groups
- Play with one or two preferred playmates
- Take turns
- Begin to suggest solutions to social problems

WAKIDS Washington Kindergarten Inventory of Developing Skills

Family Conference Form

Describe Raegen's strengths in social-emotional, physical, language, and cognitive development.

Is beginning to apply rules in new but similar situations

- Before playing "Cluck Cluck Goose" Raegen tells the other children that they will need to wait their turn so "the game goes right." As she plays, she segments the sentence "I like my friends", "This is my school", and "Ca-rol has a sis-ter."

Manipulates balls or similar objects with flexible body movements

- Raegen joins a group of children playing soccer outside. She runs towards the stationary ball and kicks it forward saying "Goal!" After another child scores a point, Raegen tells the child keeping score to change the score from "two" to "three". The other child writes a "4" and Raegen says, "No, that's not a three, that's a four."

Describe Raegen's strengths learning literacy, math, science and technology, social studies, and the arts.

Accurately writes his or her name

- Sebastian and Raegen enter the classroom, hang their backpacks on their assigned hooks and sign in to their journals. Sebastian uses all lower-case letters when writing his name, "sebastian." Raegen uses all capital letters and writes "REAIGN." Raegen takes a seat in the large group area, without being reminded by the teacher, but Sebastian needs to be reminded to leave the writing area and join the group in the group area. After a reminder, Sebastian complies.

Verbally counts to 10, counts up to five objects accurately, using one number name for each object

- Raegen creates her own Ad pattern of 6 bears. When asked how many bears there are, she answers "6" and indicates the "6" card shows the number of bears she has.

Plan for Raegen's development & learning

Support Raegen to

- Isolate and identify the beginning sound of a word
- Begin to verbally count to 20, count 10-20 objects accurately, know the last number states how many in all, tells what number (1-10) comes next in order by counting

WAKIDS Washington Kindergarten Inventory of Developing Skills

Scaled Scoring

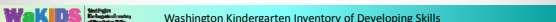
- Uniform scale is from 200 to 800
- Scaled scores enable users to compare scores across areas of development and learning
- Scaled scores take into account item difficulty

WAKIDS Washington Kindergarten Inventory of Developing Skills

Bellingham Public Schools Experience with WaKIDS

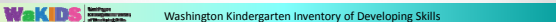
• • •

Brian Rick, District Assessment Coordinator
Kristi Dominguez, Director of Early Learning



DAC to DAC: Key Messages

- TS GOLD is a very different assessment and with different data
 - Six areas of the whole child
 - Observational assessment
 - Progressions are uneven, overlapping and interrelated
- Partnership with early learning providers, district specialists, principals and teachers is essential
- Moving beyond readiness to developmental growth



Progressions of Development & Learning

Objective 4 Demonstrates traveling skills

Skill No.	1	2	3	4	5	6	7	8	9												
Shows to explore immediate environment	• Walks over ground lines to get to	• Climb	• Takes a few steps	• Takes steps, pointing a direction or other	• Moves over crossing to sitting and back again	Experiments with different ways of moving	• Walks across lines	• Shows a forward walk	• Walks backward	• Shows walking to with feet while stepping	• Takes a wobble to get to the other	• Walks around corners	• Moves progressively from other ways of moving	• Walks	• Avoids obstacles and people	• Walks and then runs	• Walks on feet, down stairs, alternating feet	• Climbs up and down on playground equipment	• Walks through and over jumps	• Gallops, but not smoothly	
Coordinates complex movements in play and games	• Shows emerging and quickly changing directions, steps and other simple	• Shows awareness of own small	• Shows small	• Shows through obstacle course	• Shows over steps with one	• Shows through obstacle course	• Shows over steps with one	• Shows through obstacle course	• Shows over steps with one	• Shows through obstacle course	• Shows over steps with one	• Shows through obstacle course	• Shows over steps with one	• Shows through obstacle course	• Shows over steps with one	• Shows through obstacle course	• Shows over steps with one	• Shows through obstacle course	• Shows over steps with one	• Shows through obstacle course	• Shows over steps with one

Objective 15 Demonstrates phonological awareness

c. Notices and discriminates smaller and smaller units of sound

Skill No.	1	2	3	4	5	6	7	8	9												
Shows and shows awareness of separate syllables in words	• Joins to rhyming word aware	• Joins to rhyming word aware	• Joins to rhyming word aware	• Joins to rhyming word aware	• Joins to rhyming word aware	Shows and shows awareness of separate syllables in words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words
Notifies and discriminates smaller and smaller units of sound	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words	• Claps with syllables of words



Using Data in Bellingham Schools

Families

- Use the Development & Learning Report and Family Conference Form

Teachers

- District report card is aligned to the objectives so when a teacher is grading a child in literacy, we are clear on what data points we will use
- Use the Individual Child, Class Profile and Snapshot Reports
- This information informs daily, monthly, and yearly instruction
- Helps teachers to narrow their focus and become very intentional on the big ideas
- Allows them to know who to pull into small groups and what should be their learning targets

Using Data in Bellingham Schools

Title I and Kindergarten Teams:

- Use data during student growth collaboration meetings as an indicator to the level of support each child needs
- The data they focus on this most is social-emotional and literacy

PE teachers:

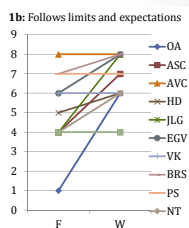
- Meet at least three times a year and share data in math, gross motor and social emotional areas
- Use this to plan and implement developmentally appropriate curriculum based on the objectives and dimensions
- Clear picture of what the progressions look like so they can be very intentional in moving children along the progressions
- Video their students then meet to analyze together, which strengthens their own understanding and improves inter-rater reliability

Using Data in Bellingham Schools

ELL Staff use the information to:

- Monitor all kindergartners in language development

- Inform coaching needs for our kindergarten teachers
- Assist with peer analysis reports so we can see how students are doing compared to other children with the same home language



Using Data in Bellingham Schools

Counselors:

- Use the social-emotional data to help to target interventions.

School and System Level:

- Schools use the data to prioritize students who will get interventions and at what level
- District provides support based on data, for example:
 - An elementary school had the lowest data in social-emotional along with highest class size
 - Data informed decision to hire a full-time certificated staff whose primary job was to provide interventions and target support in social-emotional development

Different Data Sources for DACs

- OSPI: WAMS download file in EDS
- OSPI: Washington State Report Card
- Teaching Strategies: Export GOLD Data File
- Teaching Strategies: Comparative Report

WAMS File Downloads in EDS



Washington State Report Card

The screenshot shows the OSPI website interface. At the top, there are navigation tabs for 'District', 'Non-District', 'ESD', and 'P-20 High School Feedback'. Below these are various report card categories like 'Summary', 'MSP/HSPE', 'EOC', 'AYP', 'WAAS PORT', 'NAEP', 'CTE', 'WELPA', 'AMO', and 'WAKIDS'. The 'WAKIDS' link is circled in red. Below the navigation is a search bar and a dropdown menu for 'Washington State'. The main content area includes the OSPI logo and contact information for Superintendent Randy Dorn. A section titled 'Washington Kindergarten Inventory of Developing Skills (WAKIDS)' provides an overview of the data and includes a caution about state-funded schools. At the bottom, there are filters for 'Select a category of students' and 'Numbers'.

State Report Card - Bellingham Chart

Percent of Entering Kindergartners by Range of Demonstrated Skills

This stacked bar chart shows the percentage of entering kindergartners across five skill categories: Social-Emotional, Physical, Language, Cognitive, and Literacy/Math. The bars are color-coded by skill level: Purple (Kindergarten or Above), Blue (PreSchool-Pre-4 (3-4 Class)), Green (2-3 Years), Yellow (Birth to 2 Years), and Red (0%). A horizontal black line is drawn at the 50% mark on the y-axis.

- Students above the black line demonstrate characteristics of entering kindergartners
- About 50% demonstrated Social Emotional skills of kindergartners
- Nearly 80% demonstrated Social Emotional Skills of entering kindergartners

State Report Card and WAMS Data

Percent of Entering Kindergarten Demonstrated Skills

This chart and table provide a detailed breakdown of skill levels. The chart uses the same color-coding as the Bellingham chart. The table below summarizes the data for Social Emotional Readiness.

Development Level	Social Emotional Readiness		
	No	Yes	Total %
Purple	432	432	51%
Blue	234	234	28%
Green	133	133	16%
Yellow	38	38	4%
Orange	8	8	1%
Red	4	4	0%
Total	183	666	100%

TS Export GOLD Data File



1. Go to TeachingStrategies.com and log into GOLD
2. From ADMINISTRATION tab, select License Settings
3. Click on Action dropdown menu for Reports
4. Select Export GOLD Data (Tab-Separated Format)

Next Steps

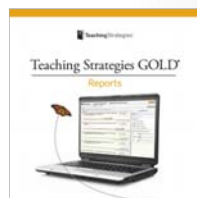
- Before October 31—Use the Assessment Status Report to determine teachers' progress toward finalizing data
- October 31, 11:59 pm—Deadline for finalizing data
- November 1—All administrator and teacher reports available immediately
- Mid November—District WaKIDS data available in WAMS
- Late December—WaKIDS data available on State Report Card

Resources


[Guide for Administrators](#)



[Reports Brochure](#)



Resources



- September 2014 Webinar
 - Background/Context for WaKIDS
 - DAC Roles in Supporting Teaching Strategies GOLD® Assessment and Data Reporting
 - DAC to DAC: Use of WaKIDS Data
 - Nancy Katims, Edmonds SD
 - Peter Finch, West Valley SD (Yakima)

September 2014 webinar materials can be found at:
<http://www.k12.wa.us/WaKIDS/Materials/default.aspx>

WaKIDS Washington Kindergarten Inventory of Developing Skills http://www.k12.wa.us/WaKIDS 49

Resources

GOLD™ technical support:

- Hours: Monday through Thursday 5:00 a.m. to 4:00 p.m. Pacific Time
- E-mail: wakids@teachingstrategies.com with a description of your concern and your username

OSPI and ESD support, contact:

- **Susan Swanberg** (360-725-6161 or susan.swanberg@k12.wa.us) for questions regarding usernames, transferring users, accessing GOLD, resetting passwords
- **Gretchen Stahr Breunig** (360-725-6180 or gretchen.breunig@k12.wa.us) for questions regarding training, teacher or principal support, ESD contact information
- **Kathe Taylor** (360-725-6153 or kathe.taylor@k12.wa.us) for questions about overall implementation and data questions
- **OSPI Assessment Analysts** (assessmentanalysts@k12.wa.us) for technical questions about student uploads and data
- **Your regional ESD WaKIDS Coordinator** for technical classroom and curriculum assistance and regional support; see list at: <http://www.k12.wa.us/WaKIDS/Contacts.aspx>

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