What is the Whole-child Assessment?

The Whole-child Assessment is an authentic and observational assessment that focuses on all aspects of a child’s development, including six areas of development and learning, including:

- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics

The Whole-child Assessment recognizes that all areas of child development are interconnected and children develop in predictable stages at their own pace. WaKIDS uses an assessment tool called GOLD®, which includes the use of the online platform, MyTeachingStrategies®.

How Do Teachers Assess Students?

In an observational assessment, observation is embedded into instruction. This means that teachers will conduct the Whole-child Assessment during transitions, whole-group, small group, and learning centers. Teachers can document children’s learning in a variety of ways:

- Anecdotal notes. Teachers may use clipboards, post-it notes, and journals to capture notes about their student’s learning.
- Checklists. Teachers can generate checklists from MyTeachingStrategies® or create their own.
- Work samples. Teachers may collect.
- Video and audio recordings. Teachers are encouraged to use the GOLD® Documentation App. This app empowers teachers to quickly and seamlessly capture documentation and upload it into GOLD®. Learn more about the GOLD® Documentation App here.

How Can Principals Support Teachers With the Whole-child Assessment?

- Familiarize yourself with full-day kindergarten. Use the Washington State Full-day Kindergarten Guide to learn about developmentally appropriate environments and classroom structures that lend themselves to observational assessment.
- Take the WaKIDS for Administrators Training. This three-hour training offers an administrative lens to all components of WaKIDS. Register on the WaKIDS Events and Training page.
- Explore the Objectives for Development and Learning for WaKIDS. Familiarize yourself with the objectives that teachers will be observing. This document provides a brief overview.
- Ask teachers how they use Whole-child Assessment data for instruction. Teachers should not wait until after the checkpoint deadline to act on what they learn about children’s knowledge, skills, and abilities.
- Reassure teachers they do not need to delay instruction. Because it is observational, the assessment is conducted while students are learning. Students will continue to develop and during the Whole-child Assessment period.
- Encourage teachers to complete their Interrater Reliability (IRR) Certification. The IRR helps teachers calibrate their ability to determine children’s current developmental levels.
Measures knowledge and skills at the end of school year

Ongoing; documentation collected over multiple periods of time

Measures a single point in time

Prompt further investigation about children’s strengths and needs, including consideration for highly capable or special education services.

Provide targeted supports to students who entered kindergarten or Transitional Kindergarten with skills and behaviors below widely held expectations.

Track student growth across the kindergarten year.

Share with specialists and other district staff to guide instructional planning.

Share with families, including at conferences.

Determine professional development needs.

Look for trends in student needs.

Share with school board and community stakeholders.

You can use WaKIDS Whole-child Assessment data to:

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Ways to Use WaKIDS Whole-child Assessment Data

How to Access MyTeachingStrategies®

All principals are assigned a username and password to MyTeachingStrategies® and are given administrative privileges by their District Assessment Coordinator. If you have questions or did not receive this information at the beginning of the school year, please email wakids@k12.wa.us.

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How Does the WaKIDS Whole-child Assessment Compare to Other State Assessments?

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<th>WaKIDS</th>
<th>Other State Assessments</th>
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<td>Measures development and learning at the beginning of the school year</td>
<td>Measures knowledge and skills at the end of school year</td>
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<tr>
<td>Observational</td>
<td>Multiple choice and constructed response; can be computer-adaptive</td>
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<tr>
<td>Assess the whole-child</td>
<td>Assess knowledge and skills in specific academic content areas</td>
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<tr>
<td>Conducted during instruction</td>
<td>Conducted as a separate testing activity</td>
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<td>Formative and summative assessment</td>
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<td>Reports Summative data after teachers finish uploading it</td>
<td>Reports summative data weeks after students finish testing</td>
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