How the Indicators Are Written

Indicators sometimes include multiple skills or behaviors that students need to demonstrate in order to select that level. If the word **and** or a semicolon (;) appears in an indicator (see the example below), the student must demonstrate **both parts** of the indicator. For example, the indicator under Level 2 reads, “Responds to changes in an adult's tone of voice **and** expression.” To select Level 2, the student’s documentation needs to include evidence of responding to changes in an adults’ tone of voice **and** his or her expression.

If the word **or** appears in an indicator, the student can demonstrate either part of the indicator.

Selecting “**Not Observed**” is not an option when completing Interrater Reliability Certification. The assumption is that the student has enough documentation for you to be able to accurately select a level.
Selecting Levels on a Progression

- Review the documentation related to the objective/dimension you are evaluating.

- Begin by focusing on the indicator above the colored band that matches the student’s age or class/grade. For example, for a kindergartner, begin with the indicator(s) above the purple band. Review the observation notes, pictures, and/or videos. To ensure that you are selecting the correct level, read the indicators to the right and left of your starting point. Select the indicator that most closely matches the student’s knowledge, skills, and behaviors that the evidence you are evaluating captures.

- When selecting a level, the evidence in the student’s documentation needs to support the indicator, not the examples. The examples provide additional scenarios of how children might demonstrate the indicator. Examples are not assessed, but they may look similar to observation notes.

- “In-between” levels (1, 3, 5, and 7) are selected when a student’s knowledge, skills, or behaviors are just beginning or emerging. The student may not demonstrate the indicator consistently or he or she may need a certain amount of adult support, which may be verbal, physical, or visual. For example, for Objective 20a, “Counts”:

  Shalai verbally counts above 20, and counts more than 20 seeds accurately. This demonstrates counting abilities that are higher than Level 6. Shalai also counts more than 30 objects accurately (Level 8). However, there is no evidence yet that Shalai uses number names to count to 100, or that he tells what number comes before and after a specified number up to 20. This demonstrates emerging abilities at Level 7.

- Always keep in mind that a student can be assessed outside of his or her assigned color band. The observation/evidence collected is what determines the level/indicator selected. For example:

  Shalai, a kindergarten student, is assigned the purple color band, but his knowledge, skills, and behaviors could be evaluated at a Level 5, outside of his assigned color band for 20a. Counts. For this objective/dimension, Shalai’s knowledge, skills, and behaviors are below the widely held expectations for his age-group.
Objectives for Development & Learning, Birth Through Kindergarten

Not achieving an 80% accuracy rating in a particular area of development and learning indicates that it might be beneficial to spend additional time reviewing the research summaries and examples provided in Objectives for Development & Learning: Birth Through Kindergarten. This valuable resource can help teachers gain a better understanding of what each objective/dimension addresses and some of the ways in which children may demonstrate their knowledge, skills, and behaviors related to that objective/dimension.