

DOCUMENT RESUME

ED 469 752

TM 034 543

AUTHOR Fenton, Ray
TITLE Alaska Developmental Profile, 2001-2002. Summary Report.
INSTITUTION Alaska State Dept. of Education and Early Development,
Juneau.; Anchorage School District, AK.
PUB DATE 2002-04-00
NOTE 8p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS *Child Development; *Elementary School Students; Grade 1;
Kindergarten; *Kindergarten Children; Primary Education;
*School Readiness; State Programs; *Student Evaluation
IDENTIFIERS *Alaska

ABSTRACT

This document presents a profile of the development of Alaska kindergarten and first grade students in fall 2001. Alaska teachers completed reports for 13,688 kindergarten and first grade students at that time. Most were found to exhibit important behaviors associated with school successes on the Alaska Developmental Profile Recording Form. Assessments came from 365 schools in 54 districts. There is no single district-to-district standard for the behaviors that meet developmental questions on the form, so criteria for, "fine motor development," for example, may differ among districts. A guide to good practice is distributed by the state. Differences among districts are substantial. In Anchorage, 25% of students were not considered to demonstrate "physical well-being," but in Kenai, only 2% did not receive a "yes" in this category. These differences may be the result of not having a single standard. Overall, whatever the community or standard, most students were found by their teachers to be in the "yes" category when assessed on characteristics that are related to school activities in important ways. An improved Profile form could better identify differences that exist in the areas of academic skills. (SLD)

Summary Report

Alaska Developmental Profile 2001-2002

Prepared for the Alaska Department of Education and Early Development by the Assessment and Evaluation Department of the Anchorage School District based on data collected from Alaska Schools in fall 2001.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

R. Fenton

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Ray Fenton
Assessment and Evaluation
Anchorage School District
April 2002

Acknowledgements

This report could not have been completed without the support and assistance of hundreds of Alaska teachers and school staff members who assessed each of their young students. The staff of the Alaska Department of Alaska Department of Education and Early Development including particularly Ed McLain, Richard Smiley, and Paul Sugar spent a substantial amount of time organizing, editing, and scanning in an effort to assure the quality of the data collected and summarized. The staff of the Anchorage School District including Carol Comeau, Superintendent, and Dale Cope, Executive Director of Curriculum and Assessment, who supported the allocation district staff to the project. The Staff of the Anchorage School District Assessment and Evaluation Department including Sarah Hotchkiss, Cindy Goggins, Tom Straugh and, particularly, Neil O'Leary who prepared summary reports for all school and districts in Alaska as well as the database for this summary report.

Alaska teachers completed reports for 13,688 kindergarten and first grade students during the fall semester of 2001. Most students were found to exhibit the important behaviors associated for school success identified on the Alaska Developmental Profile Recording Form (Appendix A).

Table 1
Students Assessed by Question
Alaska Developmental Profile 2001-2002

Profile Area	Students Assessed
	13,688
Physical Well-Being	13,506
Fine Motor Development	13,532
Gross Motor Development	13,402
Speaking	13,534
Listening	13,532
Emergent Reading	13,553
Emergent Writing	13,528
Social Development	13,570
Approaches to Learning	13,555
Problem Solving	13,511
Number Concepts	13,543
Attended Pre-School	13,354
Health Data (Goes beyond State Requirements)	13,236
Special Education Individual Education Plan (IEP)	13,268

Student assessments were identified as coming from 365 schools located in 54 districts with only 12 students who could not be placed by school or district based on the information recorded on the forms submitted. Nineteen schools reported on only one student. There were also twenty-four sites that reported on more than 100 students. The average school in the larger urban districts (Anchorage, Fairbanks, Mat-Su) reported on more students than the dozen smallest school districts in the state reflecting the continuing diversity of Alaska schools and communities.

Teachers were asked to answer "Yes" for each element of the Alaska Developmental Profile where "The child exhibits the behaviors." Since no single standardized assessment is used across the state so the criteria for marking down a "Yes" differs from district-to-district. A guide is provided by the State of Alaska on good assessment practice and suggestions have been made for districts to model on the standardized approach taken in Fairbanks, Mat-Su, Kenai, and Anchorage but there is no single district-to-district standard or assessment.

Whatever the district, the answer is "Yes" for most students on every one of the elements of the Alaska Developmental Profile. Table 2 shows the percentage of students found to be able to display the behaviors associated with Physical Well-Being and Motor

Development, Language and Literacy Development, Personal Social Development, Thinking and Cognitive Development

Table 2
All Students
Percentage of Students with a "Yes" Response
For students with a "Yes" or "No"

Profile Area	Students Assessed	Percent Yes
Physical Well-Being	13,506	91%
Fine Motor Development	13,532	88%
Gross Motor Development	13,402	91%
Speaking	13,534	92%
Listening	13,532	87%
Emergent Reading	13,553	80%
Emergent Writing	13,528	84%
Social Development	13,570	89%
Approaches to Learning	13,555	89%
Problem Solving	13,511	86%
Number Concepts	13,543	86%
Attended Pre-School	13,354	56%
Health Data (Goes beyond State Requirements)	13,236	56%
Special Education Individual Education Plan (IEP)	13,268	9%

As might be expected from a system where the assessment is based on local school or district standards, the differences among districts is substantial. Some districts have no students who were given a "No" in any category. Districts that have standardized the assessment practice within the district and require specific pre-defined behaviors to be exhibited to qualify a student for a "Yes" tends to have more students identified with a "No."

Physical Well-Being provides an example of where the community standards may be notably different. Looking at the urban areas of Alaska, the differences are substantial when you consider the number of "No" responses. Here we find that Anchorage reported 25% "No", Fairbanks reported less than 2% "No", Juneau reported less than 4% "No", Mat-Su reported almost 4% "No" and Kenai reported 2% as "No". It is hard to believe that the differences would be this large if all of the teachers were using the same standard in making a judgment that students are physically well nourished, well rested, and dressed for the environment.

In the more academic areas where students are asked to demonstrate that they have skills that are tied to success in school, the percentage of students with "No" translate into notable numbers of students who may be starting a little behind their peers. There are 1,621 students identified relative to Fine Motor Development, 1,190 students in Gross

Motor development, 1,116 students in Speaking, 1,700 students in listening, 2,704 students in Emergent Reading, 2,115 students in Emergent Writing, 1,498 students in Social Development, and 1,530 students in Approaches to Learning, 1,940 students in Problem Solving, and 1,881 in Number Concepts.

The majority of students, 7,536 of our 13,354, are reported to have some sort of pre-school or daycare. The proportion is different from community to community, with North Slope reporting that only 12 of 274 did not have pre-school while Anchorage reports that only 705 of 3,499 had pre-school. The differences reported suggest that students in various communities come to school with vastly different experiences in socialization.

Because of the differences in standards and expectations, it is hard to draw any but the most general conclusions:

- Most of the students in the State of Alaska were assessed on a number of behaviors at the start of Kindergarten.
- There are substantial differences in the number of Kindergarten students from school-to-school and community-to-community.
- There are notable and significant differences in how teachers rate students from school-to-school and community-to-community which is just as likely due to differences in standards and methods of assessments as it is due to differences in the students.
- Whatever the community or the standard, most of the students were found by their teachers to be in the "Yes" category when assessed on characteristics that are related to school activities in important ways.
- In general, there were more students who were not found to be in the "Yes" categories in the areas that are related to academic skills such as Emergent Reading

The Alaska Developmental Profile would have to be improved and standardized to allow more insightful conclusions and comparisons on the status of students in various communities and school districts. The current form of the Profile is detailed enough to suggest that there may be differences. An improved Profile could do more to pinpoint the differences particularly in the areas of emergent academic skills.

Appendix A

Alaska Developmental Profile Recording Form 2001-2002

ALASKA DEVELOPMENTAL PROFILE RECORDING FORM

Alaska Department of Education & Early Development



YEAR

1 2 3 4 5 6 7 8 9 10 11 12
 13 14 15 16 17 18 19 20 21 22 23 24

Please indicate how well the child does on each item according to the following key:
 1 = Kindergarten 2 = First Grade only

STUDENT NAMES

DEVELOPMENTAL AGE AND SAMPLE INDICATORS

Sex (M or F)

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

PHYSICAL WELL-BEING: Appears physically well nourished, well rested, and dressed for the environment.

FINE MOTOR DEVELOPMENT: cuts with scissors, strings beads, uses crayon comfortably, stacks blocks.

GROSS MOTOR DEVELOPMENT: hops on one foot, balances while walking on a line on floor, walks and runs with ease.

SPREADING COMMUNICATES: needs, wants, or thoughts in his/her own primary language.

LISTENING: follows simple two-step directions.

EMERGENT READING: orally retells a familiar picture book.

EMERGENT WRITING: draws pictures or symbols to tell a story.

SOCIAL DEVELOPMENT: plays and works cooperatively with others, adapts to activity changes.

APPROACHES TO LEARNING: shows eagerness and curiosity as a learner, sustains attention in learning experiences.

PROBLEM SOLVING: identifies problems and seeks solutions while playing with objects such as sand and water, blocks, construction toys.

NUMBER CONCEPTS: understands sequence of turn taking in games such as Candy Land, divides materials to use with a friend.

ATTENDED PRESCHOOL: experiences can happen in many schools, and child care environments.

HEALTH DATA: has health requirements of TB, immunizations, weight, height, vision, hearing (e.g., file includes dental and/or physical exam records).

IEP: child has IEP.

RATINGS

YES = The child exhibits the behaviors

NO = The child does not yet exhibit the behaviors

Teacher: _____

M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N								
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N				
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
M	F	Y	N	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	H	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N

BEST COPY AVAILABLE

8





U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



TM034543

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>Summary Report: Alaska Kindergarten Developmental Profile 2001-2002</i>	
Author(s): <i>Ray Fenton</i>	
Corporate Source: <i>Assessment Anchorage School Dist.</i>	Publication Date: <i>April 2002</i>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 1



Level 2A



Level 2B



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please →

Signature: <i>Ray Fenton</i>	Printed Name/Position/Title: <i>Ray Fenton</i>
Organization/Address: <i>ASD - Assessment P.O. Box 142792 Anchorage, AK 99514</i>	Telephone: <i>742-924420</i> FAX: <i>742-9074430</i>
	E-Mail Address: <i>FentonResearch@aol.com</i> Date: <i>6-3-02</i>



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: University of Maryland ERIC Clearinghouse on Assessment and Evaluation 1129 Shriver Laboratory College Park, MD 20742 Attn: Acquisitions
--

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706**

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: <http://ericfacility.org>