



**TEXAS**  
**Kindergarten**  
Entry Assessment

**USER GUIDE**



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Texas School Ready Project

Children's Learning Institute at UTHHealth

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## About TX-KEA

The Texas Kindergarten Entry Assessment System (TX-KEA) is a collaborative effort between the U.S. Department of Education, the Texas Education Agency, and the Children's Learning Institute (CLI) at The University of Texas Health Science Center at Houston (UT Health).

TX-KEA is a comprehensive assessment that can be used to evaluate many learning domains critical for academic success at kindergarten entry and throughout the kindergarten year.

The Language and Literacy domain consists of vocabulary, letter names, and spelling. This serves as the TX-KEA Literacy Screener and is only administered at the beginning of the school year. This domain also includes listening comprehension, letter sounds, blending, and decoding. Note that decoding is only assessed later in the school year. The STEM domain consists of mathematics, science, and engineering. The Motors Skills domain includes fine and visual motor skills. The Social Emotional domain assesses students' social emotional competence and emotion management. The Executive Functioning domain assesses students' inhibition, working memory, and attention.

TX-KEA is a comprehensive assessment; however, you have the flexibility to administer whichever subtests that you and your administrators are most interested in. You also have the flexibility to administer these subtests in any order.

### KINDERGARTEN PROGRESS MONITORING

In Fall 2017, CLI received a grant from the Brown Foundation to expand TX-KEA into a kindergarten progress monitoring tool. The kindergarten entry screener serves as the BOY (beginning-of-year) assessment for this new progress monitoring tool; the MOY (middle-of-year) and EOY (end-of-year) assessments and reports were developed and validated during the 2017-18 school year in Texas classrooms.

TX-KEA DOMAINS AND SUBTESTS (ENGLISH AND SPANISH)

DOMAIN	MEASURE	BOY (Wave 1)	MOY (Wave 2)	EOY (Wave 3)	
<b>LANGUAGE</b>	Vocabulary Vocabulario	En, Sp	En, Sp	En, Sp	
	Listening Comprehension Comprensión Auditiva	En, Sp		En, Sp	
<b>LITERACY</b>	Letter Names Nombres de las Letras	En, Sp	En, Sp	En, Sp	
	Decoding Decodificación	En, Sp	En, Sp	En	Sp
	Letter Sounds-Receptive Sonidos de las Letras-Receptivo	En, Sp	En, Sp	En, Sp	
	Letter Sounds-Expressive Sonidos de las Letras-Expresivo		En	En	
	Blending-Receptive Combinación de Sonidos-Receptivo	En, Sp	En	En, Sp	
	Blending-Expressive Combinación de Sonidos-Expresivo		Sp	En, Sp	
	Spelling Ortografía	En, Sp	En, Sp	En, Sp	
<b>STEM</b>	Math, Part 1 Matemáticas, Parte 1	En, Sp	En, Sp	En, Sp	
	Math, Part 2 Matemáticas, Parte 2	En, Sp	En, Sp	En, Sp	
	Science Ciencias	En, Sp	En, Sp	En, Sp	
<b>SOCIAL EMOTIONAL</b>	Social and Emotional Competence Socioemocional	En, Sp	En, Sp	En, Sp	
	Emotion Management Manejo de Emociones	En, Sp			
<b>EXECUTIVE FUNCTION</b>	Working Memory Memoria	En, Sp			
	Inhibition Inhibición	En, Sp			
	Attention Atención	En, Sp			
<b>ACADEMIC MOTOR SKILLS</b>	Academic Motor Skills Motricidad Académica	En, Sp			
		Literacy Screener (BOY)		Dyslexia Screener (EOY)	

As part of CLI’s ongoing efforts to evaluate the performance of TX-KEA, additional items may be piloted and

included in some measures during the school year. These items will be identified for teachers as a “pilot item” and are not included in the student’s score.

## GETTING READY

Visit the [CLI Engage How-To Guides](#) section under the Help tab to download TX-KEA resources, including:

- TX-KEA User Guide
- TX-KEA Scoring Guidelines
- TX-KEA Reporting How-To-Guides
- TX-KEA Parent Feedback Forms

# Accessing the TX-KEA Assessment on CLI Engage

TX-KEA is available on the CLI Engage. To access TX-KEA, teachers, administrators, and district personnel will need to log in to [cliengage.org](https://cliengage.org) using a Google or Clever Account.

## LOGGING IN TO CLI ENGAGE

- You will need a desktop computer, laptop, or tablet with Internet access. Open a new browser window and go to [cliengage.org](https://cliengage.org).
- Click “LOGIN” on the top right corner of the screen.
- On the next screen, select your login option: Google or Clever.
- Enter your username and password and click “Sign in.”

### GOOGLE ACCOUNT SET-UP (APPLICABLE FOR MOST USERS):

If you do not have a Google Account, you can create one using your existing email account or by creating a Gmail account at the following link: [accounts.google.com/signup](https://accounts.google.com/signup)

To use your current email address to set up a new Google Account, click “I prefer to use my current email address” below the “Choose Your Username” box. Please write down your username and password somewhere convenient.

## CLI ENGAGE DASHBOARD

After logging in, you will see a dashboard that includes links to:

- **SCREENING, PROGRESS MONITORING, & OBSERVATION** tools, including the TX-KEA and Assessment Practice Area
- **ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT** for access to online courses

- **ACTIVITIES & MATERIALS** for teachers and families (CIRCLE Activity Collections)
- **QUALITY IMPROVEMENT & INNOVATION** to access collaborative tools
- **ADMINISTRATIVE TOOLS** to manage your student roster and classes

### SUBMIT A HELP TICKET IF YOU NEED ASSISTANCE.

The help ticket button is always available at the top of the screen, in the website navigation. A CLI staff member will respond back through email about your submissions.

HELP ▾ SEARCH

DASHBOARD

LOGOUT

### TO PRACTICE TX-KEA:

1. Login to [cliengage.org](https://cliengage.org).
2. Click the “Assessment Practice Area” button under the red “Screening, Observation, and Assessment” tab.
3. On the next screen, click the “Texas Kindergarten Entry Assessment” button.
4. Now you will see a class of demo children. Be sure to select the correct wave in the top-right corner to view subtests.
5. In the assessment practice area you can:
  - Practice assessing children
  - View assessment items in each subtest
  - Practice pulling class-level reports

### TO ACCESS TX-KEA:

1. Login to [cliengage.org](https://cliengage.org).
2. Click the “Texas Kindergarten Entry Assessment” button under the red “Screening, Observation, and Assessment” tab.
3. On the “Class List” page, click on the name of the class that includes the students you wish to assess. Be sure to select the correct wave in the top-right corner to view subtests.
4. Next, you will see the “Student View” page. This page allows you to:
  - Choose to administer an assessment in English or Spanish.
  - See the benchmark scores for students in a class.
  - Launch an assessment, multiple assessments, or a subtest.
  - Assess offline.
  - View class-level reports, including small group and parent reports.

## STUDENT VIEW PAGE

The screenshot shows the 'Student View Page' for 'Texas Kindergarten'. At the top, there are navigation buttons: 'Access Reports', 'View recommended Small Groups', 'Assess in Spanish or English', and 'Assess Students Offline'. Below these are filters for 'Community/District: CLITES COMMUNITY' and 'School: Kline's KG Class'. A toolbar contains buttons for 'Back to the Class view', 'Reports', 'View Groups', 'Click to Assess in Spanish', and 'Offline Assessment'. The 'Student Name' is 'Alejandra 1student' and the 'Wave' is '1'. A 'Display Percentile Ranks' toggle is visible. A large purple arrow labeled 'TX-KEA Subtests' points to a list of subtests: 'Launch selected', 'Student Summary', 'Exclude/Restore All Measures', 'Vocabulary 1', 'Letter Names', 'Spelling 1', 'KEA Literacy Screening', 'Letter Sounds 1', 'Blending 1', 'Decoding 1', 'Listening Comprehension 1', 'Math Part 1', and 'Math Part 2'. Below this list is a table with columns for 'Student Name', 'Maximum Score', and a row of control icons (play, camera, stop, play, play, play, play, play, play, play, play, play). Callouts point to 'Launch Multiple Assessments', 'Launch Assessment', and 'Exclude Task'.

Student Name	Maximum Score	Control Icons
Alejandra 1stu...	16	[Play] [Camera] [Stop] [Play] [Play] [Play] [Play] [Play] [Play] [Play] [Play] [Play]

## OFFLINE ASSESSMENT

The offline assessment feature can be used to assess students when an internet connection is not available at the time of administration. The offline assessment can also be used in the CLI Engage assessment practice area.

Note: An internet connection is required for the initial setup.

This feature downloads the assessment for your class in only one language, English or Spanish. If you need to assess in both languages, you need to complete the process below in one language (downloading the assessment, assessing offline, uploading results) and then repeat in the other language.

You can view the instructions for the offline assessment in our [TX-KEA Offline Assessment](#) how-to guide.

## EXCLUDING AND HIDING MEASURES

The green button indicated in the screenshot above is used to “exclude” a student OR the entire class from a specific measure or sub-task. The completion report takes this exclusion into account when tabulating completion rates. For example, in a class of 10 students, if 2 are excluded and the remaining 8 are tested, the completion report will indicate 100%. If the students are not formally excluded using this feature, the report would indicate an 80% completion rate. Anyone with access to a class can exclude measures.

**If all students are excluded from a measure** (i.e., the measure is not being administered to any student), it is more efficient to use the “**Exclude All**” button that appears just below the measure name, rather than excluding each individual child. This feature excludes the entire class from a measure or sub-measure with one click. In this case, the “Launch” icon is replaced by a gray square preventing the measure from being administered to the student. This can also be done by an administrator, but would have to be set for every



class (i.e., it cannot be performed school-wide). In this case, the teacher would not see the measures that had been excluded by the administrator.

If a teacher excludes all students from a measure, it is helpful to also remove it from view using the **“Hide/Display Measures”** feature. This makes it easier to locate measures you are actually assessing without having to scroll through the full list of available measures. It is important to note that the “Hide/Display Measures” button hides a measure from view for navigational purposes only. *Hiding a measure does not affect data or reporting.* Hiding is set by each user, and the system remembers the user’s preference; therefore no user can hide measures for another user.

## MANAGING CLASS ROSTERS

There are several options for uploading data into CLI Engage to create accounts for teachers and other staff, as well as adding children into the system for progress monitoring. You can view the instructions for uploading teacher and student data on our [Uploading Data](#) web page.

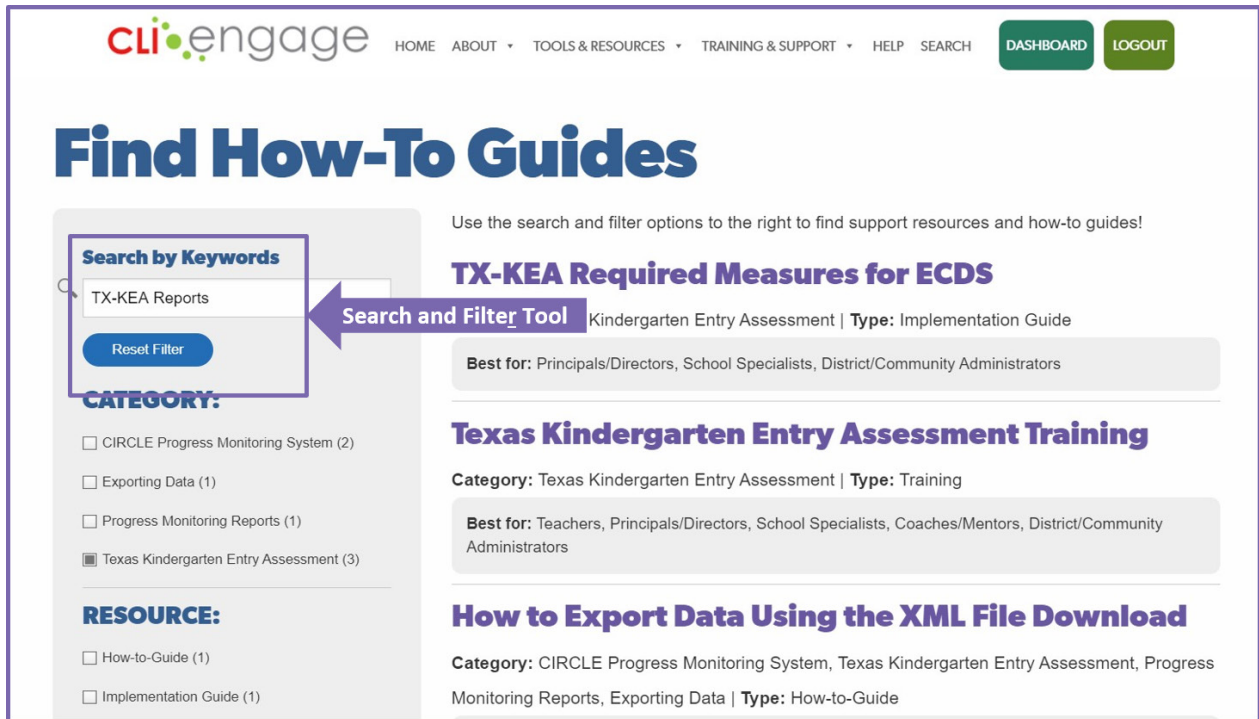
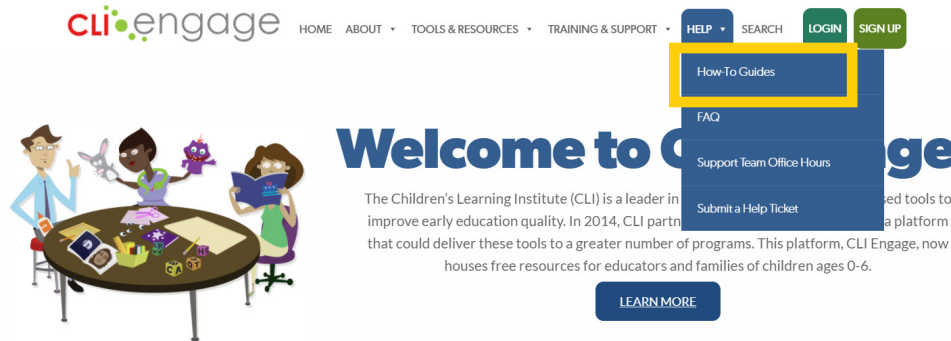
## TX-KEA REPORTS ON CLI ENGAGE

TX-KEA provides you with several different reports. The reports can be completed at the class level, campus level, and district level.

The Completion Report tracks completion of selected assessments. The Class Summary Report allows teachers to view performance of all children in every subject area by classroom. The Custom Score Report allows access to a separate report for the TX-KEA Literacy Screener which is only administered at BOY. The Class Summary (Percentile Rank) Report translates raw scores for each subtest and converts them to percentiles. Then you are able to see how a student scores between the 1st to the 99th percentile making it easier to compare scores where the score varies across each measure. It’s a different scale that is available to help you analyze your data. The Growth Report allows teachers to view their children’s growth over time, throughout the school year, comparing each assessment window. The Student Report for Teachers allows teachers to view children’s performance across all subject areas per student. The Student Report for Parents connects families to activities that enable them to support their children at home. Teachers can communicate students’ strengths and areas needed for growth. Finally, the Group Report groups children with scores below age-related benchmarks and recommends activities for further skill development.

## HOW-TO DOCUMENTS

Several how-to guides can be viewed on our [How-To Guide](#) web page.



## FAMILY ENGAGEMENT



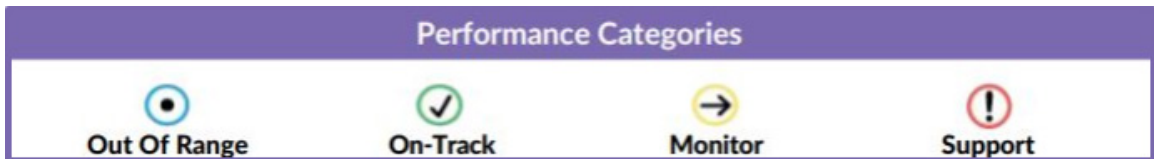
Engaging families in student’s education is a vital component to building strong relationships between school and home. This provides opportunities to support skill development throughout the day. CLI Engage offers many tools and resources to support family and parent engagement, including free family activities, a customized parent report of child progress monitoring results, and free resources for hosting family engagement sessions.

CLI recently developed a family engagement toolkit and online professional development, available on CLI Engage at no cost. View our [Family Engagement Resources](#) web pages on CLI Engage to learn more and download resources.

### Sharing Data with Families

Teachers using TX-KEA can share student scores with families electronically, via a QR code. Teachers can also send families activities that are designed to support skills of concern at home. Electronic parent reports provide:

- Performance categories at a glance



- Family resources that are linked through a QR code.



## Including Families in the Assessment Process

Families are valuable sources of information on student's skill development. These forms align with the learning domains of TX-KEA and can be used in their portfolios and at parent-teacher conferences to provide a full picture of their development. The [Parent Feedback Forms](#) can be accessed from the CLI Engage dashboard.

## CIRCLE Activity Collection for Families

Many studies have shown that families and teachers working together to support children's development can lead to better outcomes for children. This collection includes fun, easy activity ideas that families can do together to help support important school readiness skills for children ages 0-6. You can view the collection on our [CLI Engage Family](#) website.

Teachers can also share family activities directly with families via email throughout the school year. This feature is accessed through your class' small group report for TX-KEA. After uploading parent email addresses, teachers can select and share activities aligned to each child's areas for skill development, so children are supported at school and home. You can view more on our [Create My Activities in the CIRCLE Activity Collection](#) how-to guide.

# Administering TX-KEA

## TESTING MATERIALS

### Devices for Administration

- Computer/laptop with Windows operating system.
- Tablet screen size must be larger than 8" x 5" (iPads not recommended for use because of known audio issues)
- Headphones

### Other Materials

- Pencils and erasers for the Spelling subtest
- [TX-KEA Scoring Guidelines](#) - printed

## GENERAL TESTING GUIDELINES

- TX-KEA is intended to be administered by the classroom teacher.
- Note that students will vary in terms of their familiarity and comfort with assessments.
- Print this User Guide in advance. Keep it with you so that you can refer to each subtest section throughout administration.
- Be sufficiently familiar with the CLI Engage platform.
- Make sure all equipment is working properly.

- Have a plan for managing your class while you work with one student.
- You do not need to complete TX-KEA in one sitting, but should complete a subtest in one sitting.
- Remember to be consistent and accurate when administering TX-KEA.

## ASSESSMENT WINDOW

School districts and charter schools set their own assessment windows on CLI Engage. For the kindergarten entry screener, the TX-KEA development team recommends an assessment window beginning in September and ending in October, but the assessment will be available beyond this recommended window on CLI Engage. Schools may slightly adjust this window based on their particular needs and schedules for all three progress monitoring waves.

## 4 RESPONSE TYPES

### Student-Selected Response Items



How should the teacher and student situate themselves?

- You can sit side-by-side.
- You can sit adjacent to one other.

How do you administer?

- Student must wear headphones.
- Have student listen to the audio prompt and make a selection.
- You do not prompt student.

How is it scored?

- Program scores each item.

### Teacher-Recorded Response Items



How should the teacher and student situate themselves?

- You can sit side-by-side.
- You can sit adjacent to each other.

How do you administer?

- Student must wear headphones.
- Prompts will either be audio prompts given by the test or teacher prompts read from the screen.
- Have student listen to the audio prompt or your teacher prompt and verbalize their response.

How is it scored?

- Program scores each item.
- For some teacher-recorded response items, the teacher will indicate whether the student response was correct or incorrect by clicking a colored button.
  - Incorrect student response: **blue** button, or press the left arrow on the keyboard
  - Correct student response: Click the **purple** button or press the right arrow on the keyboard. “Right is right!”



### Teacher-Reported Behavior Checklists



How do you administer?

- Complete electronically in CLI Engage.
- Reflect on student’s typical interactions.
- Answer all questions.
- Only complete Checklists for 5 students or less in one sitting.

How is it scored?

- Program scores each checklist.

### Student-Written Response Items (Specific to Spelling Subtest)



How do you administer?

- Teacher will prompt students to write words.
- Students will write responses on a sheet of paper.

How is it scored?

- Teacher will score on CLI Engage.

**ENGLISH SUBTEST ADMINISTRATION TIMES**

<b>MEASURE</b>	<b>RESPONSE TYPE</b>	<b>BOY (Wave 1)</b>	<b>MOY (Wave 2)</b>	<b>EOY (Wave 3)</b>
		<u>Time In Minutes</u>	<u>Time In Minutes</u>	<u>Time In Minutes</u>
<b>LANGUAGE</b>				
<i>Vocabulary</i>	Teacher-recorded	1	2	1
<i>Listening Comprehension</i>	Student-selected	3		5
<b>LITERACY</b>				
<i>Letter Names</i>	Teacher-recorded	1	1	1
<i>Decoding</i>	Teacher-recorded	1-2	2-3	1-2
<i>Letter Sounds-Receptive</i>	Student-selected	1-2	1-2	1-2
<i>Letter Sounds-Expressive</i>	Teacher-recorded		1-2	1-2
<i>Blending-Receptive</i>	Student-selected	5	2	1
<i>Blending-Expressive</i>	Teacher-recorded			2
<i>Spelling</i>	Student-written	5	5	5
<b>STEM</b>				
<i>Math, Part 1</i>	Student-selected	4-5	1-2	3-4
<i>Math, Part 2</i>	Teacher-recorded	4-5	1-2	3-4
<i>Science</i>	Student-selected	5	5	5
<b>SOCIAL EMOTIONAL</b>				
<i>Social Emotional Competence</i>	Teacher-reported Behavior Checklist	2-3	3	3
<i>Emotion Management</i>	Teacher-reported Behavior Checklist	2-3		
<b>EXECUTIVE FUNCTION</b>				
<i>Working Memory</i>	Student-selected	2-3		
<i>Inhibition</i>	Student-selected	2-3		
<i>Attention</i>	Student-selected	2		
<b>ACADEMIC MOTOR SKILLS</b>				
<i>Academic Motor</i>	Teacher-reported Behavior Checklist	3		
<u>Total Time</u>		43-51	24-29	33-38
<u>Total Time Literacy and Dyslexia Screeners</u>		Literacy Screener (BOY) 5-7 mins		Dyslexia Screener (EOY) 5-9 mins

Additional measures may be added during the school year.

**SPANISH SUBTEST ADMINISTRATION TIMES**

<b>MEASURE</b>	<b>RESPONSE TYPE</b>	<b>BOY (Wave 1)</b>	<b>MOY (Wave 2)</b>	<b>EOY (Wave 3)</b>
		<u>Time In Minutes</u>	<u>Time In Minutes</u>	<u>Time In Minutes</u>
<b>LANGUAGE</b>				
<i>Vocabulario</i>	Teacher-recorded	1	2	1
<i>Comprensión Auditiva</i>	Student-selected	5		5
<b>LITERACY</b>				
<i>Nombres de las Letras</i>	Teacher-recorded	1		1
<i>Decodificación</i>	Teacher-recorded	1-2	1-2	1-2
<i>Sonidos de las Letras-Receptivo</i>	Student-selected	1-2	1-2	1-2
<i>Sonidos de las Letras-Expresivo</i>	Teacher-recorded			
<i>Combinación de Sonidos-Receptivo</i>	Student-selected	4		4
<i>Combinación de Sonidos-Expresivo</i>	Teacher-recorded		2	2
<i>Ortografía</i>	Student-written	5	5	5
<b>STEM</b>				
<i>Matemáticas, Parte 1</i>	Student-selected	4-5	1-2	3-4
<i>Matemáticas, Parte 2</i>	Teacher-recorded	4-5	1-2	3-4
<i>Ciencias</i>	Student-selected	5	5	5
<b>SOCIAL EMOTIONAL</b>				
<i>Socioemocional</i>	Teacher-reported Behavior Checklist	2-3	3	3
<i>Manejo de Emociones</i>	Teacher-reported Behavior Checklist	2-3		
<b>EXECUTIVE FUNCTION</b>				
<i>Memoria</i>	Student-selected	2-3		
<i>Inhibición</i>	Student-selected	2-3		
<i>Atención</i>	Student-selected	2		
<b>ACADEMIC MOTOR SKILLS</b>				
<i>Motricidad Académica</i>	Teacher-reported Behavior Checklist	3		
<i>Total Time</i>		42-49	20-23	35-40
<i>Total time Literacy and Dyslexia Screeners</i>		Literacy Screener (BOY) 5-7 mins		Dyslexia Screener (EOY) 8-12 mins

Additional measures may be added during the school year.



## LITERACY SCREENER

Commencing with the 2020-2021 school year, the state-mandated the TX-KEA Literacy Screener is available as a brief assessment of language, literacy, and emergent writing to determine kindergarten readiness. Composite score results determine if continued assessment is warranted and what recommend intervention activities will be needed to support Tier 2 instruction.

The literacy screener is a part of the BOY measures offered in TX-KEA. The screener takes 5-7 minutes to administer and includes a mix of one-on-one and small group administrations. It offers screening to evaluate Emergent Literacy (Letter names), Emergent Writing (Spelling), and Language (Vocabulary).

View [House Bill 3](#) with Kindergarten through Second Grade Diagnostics

## DYSLEXIA SCREENER

The TX KEA dyslexia screener found in wave 3 (EOY) is comprised of “Letter Sounds (receptive and expressive), Blending Sounds (receptive and expressive) in English and Sonidos de las Letras (receptivo), Combinación de Sonidos (receptivo y expresivo) and Decodificación in Spanish.

CLI Engage automatically calculates when you complete all of the required measures which are sequenced in the same color in Wave 3 (EOY) as seen below. If a student’s score shows up red, there may be reading difficulties you need to consider.

The screenshot shows the 'Student View' for 'Alejandra 1st...' in Wave 3. The table below summarizes the scores for the measures shown in the interface.

Measure	Score
Letter Sounds 3 Receptive	3
Letter Sounds 3 Expressive	6
Blending 3 Receptive	2
Blending 3 Expressive	5
Dyslexia Screener Results	10
KG Dyslexia Referral Checklist	16

The DRC evaluates areas considered to be important for early reading (e.g., language-based skills, letter and letter-sound knowledge, phonological awareness, phonemic awareness, decoding, and spelling).

We strongly recommend that the Dyslexia Referral Checklist (DRC) be used to incorporate observations. The DRC has a point scale once tallied that will indicate whether the student may be at risk. A score of 24 or greater indicates possible further evaluation. CLI Engage automatically calculates the scoring and provides the total score in red if the student is at risk.

Download the [Kindergarten DRC manual \(English and Spanish\)](#) to use with TX-KEA dyslexia screener and log in to CLI Engage to complete the dyslexia screener and the checklist.

## LANGUAGE DOMAIN

# Vocabulary Subtest (Vocabulario)

Vocabulary is a foundational language skill that supports learning in all content domains. Knowing a student's vocabulary abilities helps teachers adjust their own vocabulary usage during instruction to levels that are most beneficial for individual students. This subtest is available in English and Spanish.

### FEATURES OF THIS SUBTEST



- Untimed
- Teacher-recorded responses
- Picture naming task

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are not** worn by the student.
2. Silently review the general administration directions on the screen in black font.
3. A picture will appear for the student.
4. The prompt you will say to the student is shown on the screen in colored font. Read the entire prompt.
5. After the student provides a scorable verbal response, select the purple button for a correct response and blue button for an incorrect response.
6. Use the [Vocabulary Scoring Guidelines](#) for list of correct responses.
7. The computer will score the response.

### ALLOWABLE QUERIES/PROMPTS FOR VOCABULARY SUBTEST

There may be occasions when a student provides a response that requires the teacher to follow up with a query, or prompt, rather than immediately scoring the response. There are four follow-up queries that can be used. Each of these four prompts can only be used once per test item. If the same prompt would be needed a

second time on a given item, then the prompt should not be repeated and the item should simply be scored as incorrect. More than one type of prompt can be used on the same test item if absolutely necessary, but this would be very rare. If the student's response to a prompt does not require an additional prompt (as will usually be the case), then score the student's response as correct or incorrect using the Vocabulary Scoresheet. Prompts should not be used to give students a second chance to get the answer right. Most initial responses can be immediately scored. Prompts should only be used under the following circumstances:

- If student responds in the wrong language:
  - “What’s the English word?” or “¿Cual es la palabra en Español?”
- If student labels the wrong part of a picture:
  - “What is this (point)?” or “¿Que es esto (point)?”
- If student’s response reflects a higher level of categorization (e.g., student responds “animal” for dog)
  - “What kind?” or “¿Que tipo?”
- If student’s response reflects a lower level of categorization (e.g., student responds “golden retriever” for dog)
  - “Tell me another word.” or “Dime otra palabra.”

## Listening Comprehension Subtest (Comprensión Auditiva)

Listening comprehension is a foundational language skill that supports learning in all content areas. TX-KEA assesses the student’s ability to understand verbal information and follow directions. Knowing your student’s receptive language abilities will allow you to adjust the complexity of your own language during instruction. This will help your students understand your instruction, and it will help you scaffold their language development. This subtest is available in English and Spanish.

### FEATURES OF THIS SUBTEST



- Untimed
- Single-select items and multiple-select items

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest

1. Headphones **are** worn by the student.
2. Silently review the administration directions on the screen.

3. The student is told what to do through the headphones.
4. Grayed pictures will appear on the screen while the computer provides auditory instructions.
5. Once the computer is finished providing auditory instructions, the pictures will change to color, which allows the student to select the picture(s) that best illustrates the sentence they just heard. Items are a combination of single-select (one answer) and multiple-select (more than one answer).

Note: Even though this is a self-guided test, teachers should watch students as they proceed to make sure they are waiting for pictures to change from gray scale to color before making selections.

## ALLOWABLE PROMPTS FOR LISTENING COMPREHENSION SUBTEST

- If the student does not respond by pointing to a picture(s) within 5 seconds:
  - “Go ahead. Point to the picture(s).”
- If the student points to a picture before it changes from gray scale to color:
  - “Wait until the computer is done talking.”
  - “Wait until all the pictures turn to color.”

Failure of the student to respond after an extended period of time will result in the item being scored as incorrect, and the program will advance to the next test item.

## LITERACY DOMAIN

# Letter Names Subtest (Nombres de las Letras)

The Letter Names subtest assesses students’ knowledge of the names associated with various letters of the alphabet. Letter names is one component of letter knowledge which is an excellent predictor of reading achievement. This subset is available in English and Spanish.

## FEATURES OF THIS SUBTEST



- Untimed
- Teacher-recorded responses for English administration
- Student-selected responses for Spanish administration

## DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

English:

1. Headphones **are not** worn by the student.
2. A letter will appear on the screen for the student.
3. The prompt you will say to the student is shown on the screen in colored font. Read the entire prompt.
4. The student responds verbally.
5. Score the student's verbal response by selecting the appropriate button on the screen. (Correct = purple button / Incorrect = blue button)

Spanish:

1. Headphones **are** worn by the student.
2. Four letters appear on the screen while the computer provides auditory instructions.
3. The student selects the best response.
4. The computer will score the response.

## ALLOWABLE PROMPTS FOR LETTER NAME SUBTEST

Spanish Letter Names:

- If the student does not respond by pointing to a letter within 5 seconds:
  - “Señala la letra.”

English Letter Names:

For the English test of Letter Names, allow 5 seconds for the student to respond before providing a prompt, “Go ahead. Take a guess. What letter is this?” The student can be prompted only once during the test. If the student does not reply with the correct answer within 10 seconds after the one follow-up statement is provided, then the item is scored as incorrect.

- If student responds with the letter sound instead of the letter name:
  - “That’s the sound this letter makes. Tell me the name of this letter.”
- If student responds with a word that starts with the letter:
  - “Tell me the name of this letter.”
- If student responds in the wrong language:
  - “What’s the English letter?”
- If student responds with the Spanish name for the letter, e.g., *Bay* instead of *Bee*.
  - “Tell me the English name.”

## Decoding Subtest (Decodificación)

The Decoding subtest measures ability to read non-high frequency words by sounding them out (decoding) rather than knowing the whole word from memory (rote visual memory).

### FEATURES OF THIS SUBTEST



- Untimed
- Teacher-recorded responses

### DIRECTIONS

The teacher and student should sit side-by-side. The student should read the words and the teacher will score the response as correct or incorrect.

Say: “I am going to show you some words and I would like you to try to read them to me. What word is this?” The student responds: “hot.”

After the first item, the instructions can be shortened to: “What word is this?”

If the child sounds out words, letter by letter, e.g., /h/ /o/ /t/, prompt by saying: “Now say the word smoothly.” This prompt can be used each time the child attempts to read the word by sounding out each letter.

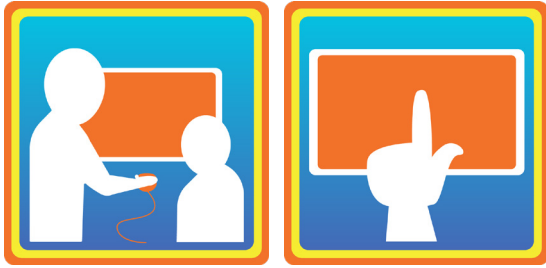
Only give credit if the child is able to **read the word smoothly and accurately**. If the child does not respond in **5-10 seconds**, feel free to encourage the child to guess. If after 10 seconds the child does not respond, record incorrect and proceed with the rest of the subtest.

## Letter Sounds Subtest (Sonidos de las Letras)

The Letter Sounds subtest assesses students’ knowledge of letter sounds. Letter knowledge at kindergarten entry is a strong predictor of literacy achievement.

### FEATURES OF THIS SUBTEST

Teachers must complete both Letter Sounds-Receptive and Letter Sounds-Expressive to calculate the student’s score for the Letter Sounds subtest.



- Letter Sounds-Receptive includes student-selected items
- Letter Sounds-Expressive includes teacher-recorded items
- Untimed
- Student-selected responses and teacher-recorded responses

### DIRECTIONS (STUDENT-SELECTED)

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. Four letters appear on the screen for the student to view.
3. The computer provides auditory instructions about which letter to point to.
4. The student selects one of the letters.
5. The computer scores the student's response.

### DIRECTIONS (TEACHER-RECORDED)

This section measures the student's knowledge of letter sounds. The teacher and student should sit side-by-side.

Say: "We are going to look at some letters and see if you know the sound they make. It is OK to guess if you do not know the sounds. Some letters make only one sound and some make more than one sound. Try to tell me at least one sound the letters make. Ready?"

If the students says the name of the letters, you can say: "Tell me the sound."

### ALLOWABLE PROMPTS FOR LETTER SOUNDS SUBTEST (STUDENT-SELECTED)

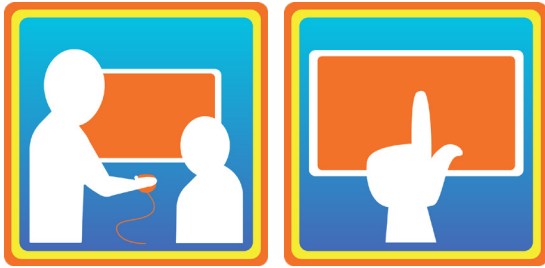
- If the student does not respond within 10 seconds.
  - Prompt him or her to point to a letter. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided, then the item is scored as incorrect. Only use this prompt once during the subtest.
- If the student says "I don't know" or shrugs shoulders, and does not initiate touching the screen:
  - While sweeping pointed finger in a circular motion just above the screen, teacher says, "That's OK. Just go ahead and point to one. Point to the letter that makes (sound) ." or "Está bien. Solamente señala una. Señala la(s) letra(s) que hace(n) (sound) ."

- If the student responds by touching multiple letters.
  - Teacher says, “Just point to one letter” or “Solo señala un letra.” Teacher then scores the item as incorrect by selecting an incorrect letter on the screen. The computer will automatically advance to the next item.

## Blending Sounds Subtest (Combinación de Sonidos)

The Blending Sounds subtest assesses students’ phonological awareness, or sensitivity to the sound structure of oral language. Phonological awareness is necessary for learning to read and write and is predictive of literacy achievement. This subtest is available in English and Spanish.

### FEATURES OF THIS SUBTEST



- Blending-Receptive includes student-selected items
- Blending-Expressive includes teacher-recorded items
- Untimed

### DIRECTIONS (STUDENT-SELECTED)

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. Three or four grayed images will appear on the screen, one at a time. The pictures are labeled by the computer as they appear.
3. The computer will provide a series of sounds, and ask student to point to the image of the blended word.
4. The grayed pictures will change to color, allowing the student to select the picture that illustrates the word formed by blending the sounds together.
5. The computer will score the response.

### DIRECTIONS (TEACHER-RECORDED)

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student. The student should not be able to see the screen.
2. Teacher will say, “We are going to listen to some sounds and see if you know the word they make. It is



OK to guess if you do not know the word. Ready?"

3. The student will hear the instructions, "Put these sounds together," then listen to a word split into the component sounds. The word will not be repeated.
4. The student will say the complete word back to the teacher.
5. The teacher will score whether or not the student correctly identified the word.

### ALLOWABLE PROMPTS FOR BLENDING SOUNDS SUBTEST (STUDENT-SELECTED)

- If the student does not respond within 10 seconds:
  - Prompt him or her to point to a picture. If the student does not reply with the correct answer within 10 seconds, then the item is scored as incorrect. Only use this prompt once during the subtest.
- If the student responds by pointing to multiple images:
  - Teacher says, "Just point to one picture" or "Solo señala un dibujo." Teacher then scores the item as incorrect by selecting an incorrect image on the screen. The computer will automatically advance to the next item.
- If the student says the word but fails to point:
  - Teacher says, "Go ahead and put your finger on \_\_\_\_" or "Pon tu dedo en \_\_\_\_."

### ALLOWABLE PROMPTS FOR BLENDING SOUNDS SUBTEST (TEACHER-RECORDED)

- Ensure the student says the word fluently.
- If needed, prompt the student: "Now, say it fast."

## Spelling Subtest (Ortografía)

The Spelling subtest assesses students' early spelling abilities, which is the ability to use sound-symbol relationships to write words. TX-KEA assesses spelling because it is highly related to later literacy achievement. Attempting to spell words requires students to apply multiple literacy skills simultaneously, such as alphabet knowledge and phonological awareness. Different items are included on each wave of the subtest. All materials can be downloaded from the TX-KEA Scoring Guidelines page: <https://public.cienage.org/training/support/how-to-guides/texas-kindergarten-entry-assessment-scoring-guidelines/>

## FEATURES OF THIS SUBTEST



- Approximately 7-10 minutes in length
- Untimed
- Student-written responses
- Can be administered individually or in small groups (approximately 5 students)

This subtest requires the following materials that can be downloaded from the TX-KEA Scoring Guidelines:

- Teacher Demonstration Video of a teacher modeling the spelling of a sample word – available on the direction page after launching the Spelling subtest for any student
  - Note: Alternatively, Spelling Model Cards to allow the teacher to demonstrate the task if technology is unavailable. Use of the video is strongly recommended.
- Student Form – print one for each student
- Teacher script with picture cards –print two-sided
- Scoring Guidelines
- Letter Approximations

## DIRECTIONS

Use the teacher script for administration instructions. The teacher script can be downloaded from the [TX-KEA Scoring Guidelines](#) on CLI Engage.

## ALLOWABLE PROMPTS FOR SPELLING

### English:

- If the student does not put their pencil down, but they seem to be done spelling the word or have paused for 10-15 seconds, then prompt: “Are you done with that word?” Allow student to respond. If they say no, then allow up to 10-15 seconds before you stop them: “Let’s go on to the next word.”
- If a student does not understand or says “I don’t know,” say: “That’s okay. Just write what you can and put the pencil down when you’re done.”
- If a student is scribbling but staying within the line, then allow them to “scribble/write” for 10-15 seconds then stop them: “Okay that’s all the time we have for that word so put your pencil down.”
- If a student seems to understand to write on the line, you do not need to remind them to write on the line after item 1, but if they are writing outside of the line repeat: “Remember to write on the line.”

### Spanish:

- Si el alumno no ha bajado su lápiz pero parece haber terminado de escribir o ha pausado por aproximadamente 10-15 segundos, diga: “¿Terminaste con esa palabra?” Permita que el alumno responda. Si responde que no, entonces permítale continuar por aproximadamente 10-15 segundos más antes de dar por terminado el ítem diciendo: “Continuemos con la próxima palabra.”
- Si el alumno no entiende o dice “Yo no sé” diga: “Está bien. Escribe lo que puedas y descansa el lápiz sobre la mesa cuando hayas terminado.”
- Si el estudiante produce garabatos pero se queda dentro sobre la línea, permítale seguir escribiendo por 10-15 segundos. Luego detengalo y diga: “Muy bien. Ese es todo el tiempo que tenemos para esa palabra. Puedes bajar tu lápiz.”
- Si el alumno parece entender como escribir sobre la línea, no tiene que hacerle recordatorios después de la primera palabra, pero si no esta escribiendo sobre la línea repita: “Recuerda escribir sobre la línea.”

## STEM DOMAIN

# Mathematics Subtest (Matemáticas)

Students who have a strong foundation in mathematics in early childhood have a better trajectory for math achievement in their elementary school years. Informal and formal mathematics learning helps develop students’ ability to problem solve and use math in academic and everyday settings. Thus, the Mathematics subtest focuses on math skills related to numbers and counting, operations, patterning, and math in the real world.

### FEATURES OF THIS SUBTEST

The Mathematics subtest is divided into two parts. Teachers must complete both Math Part 1 and Math Part 2 to calculate the student’s score for the Math subtest:



- Math Part 1 includes teacher-recorded items
- Math Part 2 includes student-recorded items
- Untimed
- Teacher-recorded and student-selected responses

### STUDENT-SELECTED)

### DIRECTIONS (TEACHER-RECORDED AND

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. Silently review the administration directions on the screen.
3. The student is told what to do through the headphones.
4. For Math Part 1 (teacher-recorded items), score the student's verbal response by selecting an option on the screen.
  - Select which prompt(s) you used. See Allowable Prompts for more information.
5. For Math Part 2 (student-selected items), the student selects the best response and the computer scores the response.

## ALLOWABLE PROMPTS FOR MATHEMATICS SUBTEST

There may be rare occasions when a student provides a response that requires the teacher to follow up.

Allow 10 seconds for the student to respond before providing a prompt. The student can be prompted one time. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided once, then the item is scored as incorrect.

- If the student does not begin counting for the counting aloud item, prompt the student by saying, “1, 2, 3.”
- If the student counts the items without stating the cardinal value say, “How many are there?”

## SPECIAL SCORING INSTRUCTIONS FOR MATHEMATICS SUBTEST

The student's final answer to the cardinal value is always the response that you will score. The student's counting of the objects is not taken into consideration for scoring.

Correct Responses:

- The student correctly counts the items and correctly says the cardinal value.
  - Example: The student is shown 5 objects and counts aloud, “1, 2, 3, 4, 5.” The teacher will check for cardinality by asking the student, “How many are there?” If the student says “5”, it is recorded as a correct response.
- The student incorrectly counts the items and correctly says the cardinal value.
  - Example: The student is shown 5 objects and counts aloud, “1, 2, 5, 6, 3.” The teacher will check for cardinality by asking, “How many are there?” If the student says “5”, it is recorded as a correct response since the student provided the correct cardinal value.

Incorrect Responses:

- The student provides no response or says, “I don't know.”
- The student states any number, except the correct cardinal value.
- The student correctly counts the items and states an incorrect cardinal value.
  - Example: The student is shown 5 objects and counts aloud, “1, 2, 3, 4, 5.” The teacher will check for cardinality by asking, “How many are there?” If the student says “6” or any other number than

“5”, record this as an incorrect response.

## Science & Engineering Subtest (Ciencias)

The Science & Engineering subtest assesses knowledge of physical, life, earth, and space sciences, as well as engineering applications of science. Teaching science and engineering capitalizes on students’ natural curiosities about the world and supports predictive thinking, casual reasoning, and reflection on systems and models. This subtest is available in English and Spanish.

### FEATURES OF THIS SUBTEST



- Untimed
- Student-selected responses

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. The student is told what to do through the headphones.
3. Pictures will appear on the screen as the computer provides the verbal prompt.
4. The student will select the picture that best answers the question.
5. The computer will score the student’s response.

### ALLOWABLE PROMPTS FOR SCIENCE & ENGINEERING SUBTEST

Allow 10 seconds for the student to respond before providing the prompt. The student can be prompted one time for each item. If the student does not reply with the correct answer within 10 seconds after prompting once, then the item is scored as incorrect.

- If student does not respond after 10 seconds, say, “It’s okay to guess.”

## SOCIAL AND EMOTIONAL SKILLS DOMAIN

# Social and Emotional Competence Subtest (Socio-emocional)

The Social and Emotional Competence subtest focuses on students' social and emotional skills within a classroom setting. The subtest evaluates students' pro-social skills, approaches to learning, and emotion understanding.

### FEATURES OF THIS SUBTEST



- Untimed
- Checklist

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Observe student interacting with other students and teachers.
2. Select a rating for each item based on student's average observed behavior.
3. The computer will calculate the student's score.

### ALLOWABLE PROMPTS FOR SOCIAL & EMOTIONAL COMPETENCE SUBTEST

None.

### SCORING SOCIAL AND EMOTIONAL COMPETENCE

Use the [Social Emotional Scoring Guidelines](#), available on CLI Engage, to assist with scoring this subtest. Input scores into the TX-KEA subtest on [CLI Engage](#).

### SPECIAL SCORING INSTRUCTIONS FOR SOCIAL & EMOTIONAL COMPETENCE SUBTEST

Students are assessed using a checklist, which is completed by observing students interacting with others. Teachers will record whether the student's behavior rarely occurs, sometimes occurs, or consistently occurs.

We recommend that you complete the checklist after students have adjusted to kindergarten and you have sufficiently observed students interacting with other students and teachers to best determine the student’s social and emotional competence.

- “Rarely” means that the teacher may have observed the student displaying the behavior only a few times.
- “Sometimes” means the teacher has observed the student’s behavior occurring from time to time since the beginning of the school year (more than a few times, but not regularly).
- “Consistently” means that the teacher has observed the student frequently displaying the behavior.

## EXAMPLES OF BEHAVIOR FOR SOCIAL & EMOTIONAL COMPETENCE SUBTEST ITEMS

Appropriately asks for adult help when cannot resolve peer conflict (without tattling)? Pide ayuda de un adulto de manera adecuada cuando no puede resolver conflictos con compañeros (sin acusar)?	0 Rarely Rara vez	1 Sometimes Ocasionalmente	2 Consistently Consistentemente
Feels and demonstrates pride for own accomplishments? Siente y demuestra orgullo por sus propios logros?	0 Rarely Rara vez	1 Sometimes Ocasionalmente	2 Consistently Consistentemente

## Emotion Management Subtest (Manejo de Emociones)

The Emotion Management subtest focuses on students’ ability to manage their emotions and respond appropriately to an emotional experience. They are evaluated on whether they can adapt to the demands of a classroom and school environment. This subtest is available in English and Spanish.

### FEATURES OF THIS SUBTEST



- Untimed
- Checklist

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Observe student interacting with other students and teachers.
2. Select a rating for each item based on student's average observed behavior.
3. The computer will calculate the student's score.

## ALLOWABLE PROMPTS FOR EMOTION MANAGEMENT SUBTEST

None.

## SPECIAL SCORING INSTRUCTIONS FOR EMOTION MANAGEMENT SUBTEST

Students are assessed using a checklist, which is completed by observing students interacting with others. Teachers will record whether the student's behavior rarely occurs, sometimes occurs, or consistently occurs.

We recommend that you complete the checklist after students have adjusted to kindergarten and you have sufficiently observed students interacting with other students and teachers to best determine the student's emotion management.

- “Rarely” means that the teacher may have observed the student displaying the behavior a few times.
- “Sometimes” means the teacher has observed the student's behavior occurring sometimes since the beginning of the school year.
- “Consistently” means that the teacher has observed the student frequently displaying the behavior.

## EXECUTIVE FUNCTIONING DOMAIN

The Executive Functioning domain addresses the cognitive skills used by students to plan, problem solve, and follow classroom rules. We focus on three executive functioning skills – Inhibition, Working Memory, and Attention. These skills help students manage their own learning and behavior in the classroom.

## Working Memory Subtest (Memoria)

Students are assessed on their ability to hold in memory 1 – 3 pieces of information in an increasingly complex setting. In this subtest, students recall where cars are parked in a garage. The number of cars and the number of parking spaces increases as the student progresses. This subtest is available in English and Spanish.



## FEATURES OF THIS SUBTEST



- Untimed
- Student-selected responses

## DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. The student is told what to do through the headphones.
3. Pictures will appear on the screen as the computer provides the verbal prompt.
4. Students will recall and select the spot where a car was previously parked.
5. The computer will score the student's response.

## ALLOWABLE PROMPTS FOR WORKING MEMORY SUBTEST

Allow 10 seconds for the student to respond before providing a prompt. The student can be prompted one time. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided once, then the item is scored as incorrect.

- If student does not respond after 10 seconds, you can prompt student by saying, "It's okay to guess."

# Inhibition Subtest (Inhibición)

Students are asked to respond accurately to a specific stimulus (e.g., butterfly), and withhold, or inhibit, a response to a different stimulus (e.g., bee). This task involves students catching butterflies in a butterfly net but NOT catching bees for a certain time limit. They are warned that the butterflies are fast and that the students must be fast too. Scores reflect the student's ability to respond accurately while inhibiting a response. This subtest is available in English and Spanish.

## FEATURES OF THIS SUBTEST



- Timed
- Student-selected responses

## DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. The student is told what to do through the headphones.
3. Pictures will appear on the screen as the computer provides the verbal prompt.
4. The student will attempt to only “catch” butterflies by touching the screen or clicking the mouse over the image when a butterfly appears on screen.
5. The computer will score the student’s response.

## ALLOWABLE PROMPTS FOR INHIBITION SUBTEST

Allow 10 seconds for the student to respond before providing a prompt. The student can be prompted one time. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided once, then the item is scored as incorrect.

- If student does not respond after 10 seconds, you can prompt student by saying, “It’s okay to guess.”

# Attention Subtest (Atención)

Students are assessed on their ability to focus their attention, stay on task, as well as quickly and accurately focus on relevant features of the task. They are provided 2 minutes to make as many correct matches as possible between the target object, a flower, and 5 answer choices, other flowers. This subtest is available in English and Spanish.

## FEATURES OF THIS SUBTEST



- Timed
- Student-selected responses

## DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Headphones **are** worn by the student.
2. The student is told what to do through the headphones.
3. Pictures will appear on the screen as the computer provides the verbal prompt.
4. The student will attempt to match the flower in the top row to a flower in the bottom row from five

response choices by touching the screen or clicking the mouse over a flower in the bottom row.

5. The computer will score the student's response.

## ALLOWABLE PROMPTS FOR ATTENTION SUBTEST

Allow 10 seconds for the student to respond before providing a prompt. The student can be prompted one time. If the student does not reply with the correct answer within 10 seconds after the appropriate follow-up statement is provided once, then the item is scored as incorrect.

- If student does not respond after 10 seconds, you can prompt student by saying, "It's okay to guess."

# ACADEMIC MOTOR SKILLS DOMAIN

## Academic Motor Skills Subtest (Motricidad Académica)

The Academic Motor subtest includes items that evaluate many of the motor skills required for successful completion of school activities. It is important to understand the motor skills of students because they form the basis for the way young students learn. In fact, motor skills underlie aspects of cognitive development and social development. This subtest is available in English and Spanish.

### FEATURES OF THIS SUBTEST



- Untimed
- Checklist

### DIRECTIONS

Directions will be provided on the screen after the teacher enters the subtest.

1. Observe student's motor behaviors in the classroom and on the playground.
2. Select a rating for each item based on student's average observed behavior.
3. The computer will calculate the student's score.

### SCORING ACADEMIC MOTOR SKILLS

Use the [Academic Motor Skills Scoring Guidelines](#) on CLI Engage to assist with scoring this subtest. Input scores into the TX-KEA subtest on CLI Engage.

## SPECIAL SCORING INSTRUCTIONS FOR ACADEMIC MOTOR SUBTEST

Students are assessed using a checklist, which is completed by observing motor behaviors. Teachers will record whether the student's behavior is typical for his or her age, delayed, or if the teacher has not observed the behavior. While it is recognized that questionnaire data introduces some ambiguity (i.e., ensuring that teacher ratings are consistent across students, schools, and school districts), these types of scales can be an efficient means to collect data on large groups of students.

We recommend that you complete the checklist after students have adjusted to kindergarten and you have sufficiently observed students motor behaviors.

**“Not Observed”** means that the teacher has not yet observed the student displaying the behavior.

- Given that TX-KEA was designed to be used by kindergarten teachers approximately 1 month after school entry, we do not anticipate the need for teachers to use the “Not Observed” anchor routinely. For instance, by the time TX-KEA is administered, we anticipate that teachers would be able to spend time with all students in their classroom participating in small group activities to observe multiple items (e.g., use of a 3-fingered pencil grip, name writing, ability to draw recognizable shapes). At the minimum, a child's ability to appropriately use writing implements can be observed as the students complete the Spelling subtest. In addition, teachers can easily ask students to complete many of these activities (e.g., ability to use scissors, sorting activities, ability to trace letters, etc.) if these skills have not been observed within a natural setting.

**“Delayed”** means the student's motor skill is behind the development of his or her peers.

- The “Delayed” anchor should be used when the student's skills are clearly outside of the norm. The “Delayed” rating should be utilized in cases where the student is clearly outside of the norm for kindergarten (e.g., bottom 10 percent of students in kindergarten). In terms of using a 3-fingered pencil grip, a student who receives a “Delayed” score would be one who is unable to maintain the tripod grip even after being provided with assistance. In terms of drawing recognizable shapes, a student who receives a “Delayed” score would have difficulty drawing any recognizable shapes.

**“Typical for Age”** means that the student's motor skill is developmentally appropriate.

- The “Typical for Age” rating anchor should be used for students who are able to complete activities suggested in the Academic Motor Skills category in a manner that is similar to most kindergarten aged students. In relation to examples included in questionnaire, students do NOT have to be able to complete all of the examples. For example, a student's ability to draw recognizable shapes is evaluated in one of the items. Examples included in this item include the ability to draw a circle, square, smiley face, or stick figure. In order to receive an item score of “Typical for Age”, the student should be able to successfully draw some but not all of the suggested shapes/figures. As previously mentioned, a student who is unable to draw any recognizable shapes would receive a “Delayed” score on the item.

## Language of Administration

The Spanish and English versions of TX-KEA have been evaluated to ensure its reliability and validity with

Spanish speaking and English learner populations.

## SELECTING THE LANGUAGE OF ADMINISTRATION

The decision to assess Spanish-speaking English learners in Spanish, or in both English and Spanish, should follow the recommendations of the campus Language Proficiency Assessment Committee (LPAC). Decisions on the language of assessment for native English speakers who are participating in Spanish-English dual-language immersion programs is left to the discretion of program personnel.

## MEASURING LANGUAGE PROFICIENCY

TX-KEA has not been validated for use as a measure of language proficiency in either language.

## USING THE SPANISH OR ENGLISH TX-KEA TO GUIDE INSTRUCTION

When using TX-KEA results to guide instruction, you should assess students in the language of instruction to determine current levels and goals. You may choose to also assess in the alternate language if you can make use of the student's skills in that language.

## ASSESSING IN BOTH LANGUAGES

TX-KEA allows you the flexibility to assess students in one or both languages. Students can be assessed in both English and Spanish for individual subtests.

To help guide instructional planning, a teacher may wish to learn more about a student's performance in Spanish even if the student is receiving all English instruction. For example:

- It may be useful to know if a student has well developed phonological awareness skills in Spanish relative to their age. This information may indicate that the student has skills in place for developing phonological awareness in English.
- Alternatively, it may be useful to know if a student has limited phonological awareness skills in Spanish as this may indicate the need for further instruction in English and/or Spanish to support optimal phonological awareness growth. By assessing the student in both languages, the teacher can better plan instruction to extend strengths and support weaknesses.

## ASSESSING IN THE MOST PROFICIENT LANGUAGE

There may be instances when you find it helpful to administer specific subtests in a student's most proficient language.

- Example 1: Student A is a native Spanish speaker. Their performance on the language subtests in English is very low. The teacher may find it helpful to administer the same subtest in Spanish to gather some additional information about their strengths and needs.
- Example 2: Student B is also a native Spanish speaker. Their performance on the self-regulation subtest administered in English is very low. The teacher may choose to assess self-regulation in Spanish to be sure low English proficiency is not being confused with poor self-regulation.

## LINGUISTIC ACCOMMODATIONS

Linguistic accommodations are those that reduce the English proficiency demands of the test without altering the construct the test is intended to measure.

- Time accommodations are built into TX-KEA since the language, literacy, and cognitive subtests of TX-KEA are not timed.
- An oral translation of the English TX-KEA test instructions can be provided to English learners who do not speak Spanish. The person providing the translation should be a fluent speaker of the student's language.
- Translation of test items and use of dictionaries are not appropriate linguistic accommodations for TX-KEA.

## Assessing Students with Disabilities

Multiple sources were used to determine the best recommendations to accommodate TX-KEA for use with students with disabilities. This included a review of the Texas Education Agency's published accommodations recommendations and federal sources that provide considerations and accommodations for students with disabilities. Feedback was collected from special educators, diagnosticians, and other district professionals, such as speech, occupational, and physical therapists. Based on feedback from these professionals, attempts were made to build an assessment system that could be used with a broad range of students with varying disabilities.

When making a determination about whether or not TX-KEA is appropriate for a student with a disability, consider the following factors:

- TX-KEA was NOT designed and should NOT be used to identify a student as having a disability.
- TX-KEA was not normed for students with disabilities. This means that we do not have normative information about how students with a particular disability, would perform on these measures that could be used for comparison when evaluating the performance of a child with a disability.

### SHOULD I USE TX-KEA WITH A STUDENT WITH A DISABILITY?

- Students with disabilities have a wide range of skills and many students with mild forms of disabilities, such as a language delay, can easily complete many of the TX-KEA subtests with no, or minimal, accommodations.
- Understanding how a student with a disability scores in relation to typically developing peers can provide teachers with information that they can share with parents about the relative strengths and weaknesses of students with disabilities. For example, you may have a student with a language delay that scores within normal limits on the Math and Self-Regulation subtests, but struggle on subtests evaluating phonological awareness skills. This provides a wide range of information about this student's strengths and where growth is needed.

## TEXAS EDUCATION AGENCY (TEA) ACCOMMODATIONS TO CONSIDER

The TEA provides detailed information about the provision of accommodations when completing state assessments on their website. Even though TX-KEA is not a mandated state assessment, guidelines provided by TEA should be used as a guide to determine the types of accommodations that can be made to TX-KEA.

Please see the [2020-2021 Accommodations Resources](#) section on the TEA website.

## ACCOMMODATIONS WITH TX-KEA

TX-KEA provides two classes of recommendations within the TEA model. 1) Low Risk and 2) High Risk.

1. **Low Risk Decision Rule:** Accommodations that DO NOT alter or change the wording, scoring criteria, or time limits imposed on certain TX-KEA subtests are considered low risk and easily approved and implemented by ARD or 504 committee. Many TEA accommodations are appropriate for TX-KEA subtests with low risk to the integrity of the assessment. Examples of Low Risk accommodations are provided below.
  - Example 1: Use of individualized structured reminders to help a student pay attention, or get ready for the next item. This would be seen as conforming to acceptable test practices for all students.
  - Example 2: Use of amplification and projection devices with a range of students with visual or hearing deficits.
  - Example 3: Manipulation of test materials is considered low risk. Student-selected response items can be answered by assistive technology products, such as alternative keyboards, electronic pointing devices, sip-and-puff systems, wands and sticks, joysticks, trackballs, and other tools.
  - Other Low Risk Accommodations: Oral/signed presentation of test items would also be acceptable. Math manipulatives are included in some of the easier TX-KEA counting and operation items and would be acceptable accommodations.
2. **High Risk Decision Rule:** Accommodations that DO alter or change the wording, scoring criteria, or time limits imposed on certain TX-KEA subtests are considered high risk. High Risk accommodations may impact the validity and integrity of the assessment making interpretation more challenging. High risk accommodations may be helpful when using TX-KEA to evaluate a student's relative strengths and weaknesses rather than using the scores to relate performance to the norm group. These would not be norm-based, but may provide meaningful information for teachers and professionals for children's learning and educational planning.
  - Example 1: Providing extra time or an extra day for timed tests. If violated, the test isn't valid for its purpose.
  - Example 2: Manipulating or substituting words for vocabulary and comprehension tests. Accommodations that substantively change test items in any way should be avoided.
  - Example 3: Changing scoring criteria to accommodate student's response style. For example, when counting on the Math screener, the item is scored based upon the cardinal value that is provided by the child. Changing the scoring criteria to give credit for students who are able to count objects correctly but do not understand the concept of cardinal value would be considered to be high risk and should be avoided.

## OTHER RECOMMENDATIONS & CONSIDERATIONS

While not technically an accommodation, it is hoped that good testing practices are utilized when teachers use TX-KEA in a classroom. Establishment of rapport with young students is critical for TX-KEA assessments.

Students should not be penalized for words that are poorly articulated. Five-year-olds often struggle articulating words clearly. A good rule of thumb is that if two adults could easily determine what word the student said then the verbal response should be scored.

Teacher and administrators should make reasonable efforts to provide appropriate accommodations that will allow students with disabilities the opportunity to demonstrate their knowledge. The best judges of the appropriateness of the accommodations are the professional staff who has the most contact with the student with a disability. Creative accommodation approaches that allow students with disabilities to successfully complete TX-KEA subtests but do not violate the content of the assessment would be welcomed by the authors of TX-KEA. TEA Guidelines should be considered when attempting to determine appropriate accommodations.



## FAQs

Question	Answer
<b>How were TX-KEA items developed?</b>	Content was developed to align with Texas Prekindergarten Guidelines and kindergarten Texas Essential Knowledge and Skills (TEKS). A range of items, from easy to hard, are represented. It is not expected that all students will answer all items correctly. The purpose is to learn about the instructional needs and abilities of students.
<b>Can I compare end-of-year CIRCLE Progress Monitoring data to TX-KEA data?</b>	CIRCLE Progress Monitoring and TX-KEA are conceptually aligned. However, they are not vertically or horizontally equated, so their scores are not comparable at this time.
<b>Can you provide background on the selection of Spanish words, prompts, letter pronunciations etc.?</b>	The selection of prompts, words, and general item content used in the Spanish TX-KEA was guided by criteria related to the construct assessed in each subtest. In general, selection was guided by curricular relevance, linguistic, and conceptual features targeted by an item and other developmental criteria such as age of acquisition and age of instruction. All items in Spanish were reviewed by committees of Spanish speakers representing various dialects of Spanish. Item translations were also done in committee and when appropriate underwent back translation procedures to ensure adherence to the construct being measured.
<b>Can the kindergarten entry assessment be used at the end of prekindergarten?</b>	The kindergarten entry assessment is intended to be administered between early September and the end of October of the kindergarten school year. Assessment items are specifically designed for children at that age, so giving it several months early may invalidate the results.
<b>Is TX-KEA computer adaptive?</b>	TX-KEA is not an adaptive assessment.
<b>How do I know if my school is using the kindergarten entry assessment or the kindergarten progress monitoring tool?</b>	Contact your principal or administrator for more information about your school's assessment calendar.