



**How will these meetings take place with families who cannot communicate due to language barriers?** Building trust and relationships continues to be the objective of all communication with families, including the Family Connection and planning meetings. Partnering with an interpreter to build these relationships matters more than ever. Ways that you have communicated in the past with parents/guardians who mainly speak other languages will also work in the remote learning environment. This may include inviting interpreters, using online translation tools and apps, third-party phone translation, etc. Consider the ways that have worked well for you and continue using them.

**Is there a WaKIDS component for the students that choose the online only model? Or the homeschooling model? Or is it just for students doing the hybrid models?**

WaKIDS expectations are the same, regardless of what model of learning families/districts have selected.

**Is this information going out to districts?** An [OSPI bulletin](#) was sent to School District Superintendents, School District Business Managers and Elementary Principals outlining the requirements for WaKIDS in 2020-21.

**Does OSPI have any example templates for data sharing agreement with the childcare provider? Can OSPI provide one for WaKIDS specific?** OSPI does not currently have a data sharing agreement template.

**Did she say those discussion prompts will be in the implementation guide?**  
[Discussion Prompts, Look-fors and Observation Activities](#)

**How do we input scores for things parents have observed? In the past we insert evidence or keep the evidence.** Just as before, teachers will need documentation of the evidence used to make assessment determinations, and as before, these may be things like collected work samples, photos, videos, or anecdotal notes. This year, teachers may encourage families to provide documentation and to collect it through whatever means works best for them.

Teaching Strategies *GOLD*® has enabled the use of a family mobile app where families can share media files for teachers' documentation purposes. Teaching Strategies has produced a webinar demonstrating how to use this feature which is posted teachers' landing page in *MyTeachingStrategies*®.

**How are teachers supposed to complete the WaKIDS assessment for kinders who are participating in an asynchronous learning environment?**



Even if children are participating in remote asynchronous learning, teachers should plan to have meetings with families and children at the start of the year to establish a relationship. Once the relationship has been established, teachers can build upon that foundation to gather baseline information about children's skills. Teachers may need to schedule meetings at hours convenient for families, which could include evenings or weekends. During these meetings, let families know that the reason for the WaKIDS assessment is to help assure teachers and family members that the instruction is appropriately gauged for their child's current level of development., Use these initial meetings to make a plan with families for how you will conduct the assessment, including inviting families to document their children's activities and learning.

Remember that because the assessment is "observational", it's looking for what children know and can do. The assessment is not separate from learning activities, it is embedded within them. Evidence of students' skills and abilities can be collected through work samples, photographs, videos and anecdotal information shared by families. If teachers are providing learning packets to families, they should consider what to include that can be returned as evidence of children's skills and abilities. The evidence builds a relationship of respect for the child's work and family's support.

**Will anyone be able to show how a "mighty minute" tools in TSG will work?**

Teaching Strategies has produced a webinar demonstrating how to use this feature which is posted teachers' landing page in *MyTeachingStrategies*®. Mighty Minutes® could brighten a family's day with songs, rhymes, chants, and games that also offer opportunities to observe children's skills and development.

**WaKIDS is already SO subjective and will only become more subjective with parents and families being in on the assessments. How will this data be used, knowing that is so inaccurate?**

WaKIDS uses a subset of Teaching Strategies *GOLD*®, which has been [validated and well-researched](#). It is an observational assessment based on developmental indicators that describe specifically where a child is in their continuous growth. It is true that the way one child demonstrates a particular skill or ability may be different from how another child does, and that teachers may use different forms of evidence, taken at different times for each student. Noticing children's current levels of development in action does require knowing what to look for (the developmental indicator) and how/when to elicit skills in daily routines and other naturalistic ways. Families should be regarded as reliable reporters of their child's development. If families know what to look-for, and how to create the opportunities for their child to demonstrate what they know and can do, we can accept what they tell us



or show us (photos/ videos) about their child. The purpose of collecting this information is to help guide instruction and document the child's growth, which connects the teacher and family with the evidence, some of which families may be providing. Consider using [Discussion Prompts, Look-fors and Observation Activities](#) to help families understand what to look for and suggested activities for each stage of growth. As the teacher, use your professional judgment about the quality of information you receive from families, and if it is not reasonable to use for the assessment, collect additional information. Only the teacher assesses the developmental level based on the evidence, and OSPI encourages teachers to upload as much evidence as possible to share information about the child's growth with the family.

**What about those districts like mine that are ALL remote and NO face to face opportunities until at least November 13<sup>th</sup>?**

WaKIDS expectations are the same, regardless of what model of learning families/districts have selected. Even where learning is taking place entirely remotely, teachers will need to do the best they can to observe children and finalize the assessment. This can be done through a combination of one-on-one and small group interactions with children and families, collected work samples and documentation of observational evidence provided by families. If certain observations prove to be infeasible, teachers may select "Not Observed," and select "Other" and fill in "N/A."

**Will there be requirement to re-certify IRR by OSPI?** Although OSPI does not require teachers to recertify their inter-rater reliability for WaKIDS, some districts do. Check with your district to find out what they require. Teaching Strategies notifies teachers when their IRR certification approaches three years, which is when they recommend recertifying, but this is not necessary unless required by your district.

**The one on one assessments - like letter/sound knowledge - this is to be done over Zoom? I am worried about this as this will be challenging to get accurate information.** Have you considered recording the Zoom as evidence to review later? What other ways you have considered learning what letters and sounds your students can identify? Are there activities that you are sending home for families to complete? Consider using a [Choice board](#) or activities in my *MyTeachingStrategies*® that families can do with their children and photograph their work as evidence.

**We really need a better training model to support teachers in completing this assessment, not just this year, but in all years. Many teachers get trained once when they first begin teaching kindergarten and do not get formal training after that. If we want this assessment to be truly useful and the data to be accurate, we**



**need a better training model.** Perhaps you would consider the WaKIDS 101 Online Refresher Course. This self-paced online course designed for those teachers for have already taken the WaKIDS 101 Training who would like a review of and to refresh their knowledge of the components of the kindergarten assessment including its purpose, structure, and possibility. Participation will take place through an online-only training course. This is a 3-hour training course includes three clock hours to be completed between August 5, 2020 and September 30, 2020. **Please select this link to register for this online session: [Session 106415](#)**

**Why aren't you only focusing in on the most essential elements instead of overwhelming parents and teachers will all of them?** The WaKIDS assessment is already a subset of essential elements, with just a few objectives in each domain, or area of learning. [Teaching Strategies GOLD®](#) includes 38 objectives and a total of 74 dimensions, where [WaKIDS](#) includes 20 objectives with a total of 31 dimensions Teachers have a two-week extension this year until November 13<sup>th</sup> to complete this assessment. It should be done slowly over the course of this period focusing on building the relationship with families and inviting them to share photos and videos of their child's growth. Invite families to review the list of objectives and ask which they would like to focus on first. Many other items like "speaks clearly" and "writes name" can be collected while focusing on other objectives. OSPI asks teachers and families to do the best they can to learn about all areas of growth and development, recognizing that we are all learning how to engage in kindergarten remotely.

**When teachers are teaching synchronously for most of the day, every day, when might these parent interview meetings occur in order to gain all of the useful information for the assessment?**

Make a list of the assessment objectives you expect to be able to observe during synchronous learning. Consider if the remaining objectives can be collected in one-on-one meetings with students and families or through specific work assignments sent home in packets. It may be necessary to adjust your remote learning schedule to include time for meeting one-on-one with students and families if you find you are not able to gather necessary information about your students to complete WaKIDS and to guide future instruction. Again, creating and maintaining the connection and relationship with the child and family is the most critical element of WaKIDS and full-day kindergarten.



**There needs to be concrete ways to assess the kids. Just doing observation and having to design our own ways to assess some of the skill based things makes our job so much harder. Not all districts/admins make WaKIDS a priority and in turn it makes it very stressful for teachers.** It's true that observational assessments are not prescriptive in the way that teachers must collect evidence of student learning. This year, that flexibility is probably even more important, given differences in families' schedules and what evidence they may contribute that documents what their child currently knows and is able to do. Consider [Discussion Prompts, Look-fors and Observation Activities](#) to find assessment related-activities and reference resources, like Intentional Teaching Experience® and Mighty Minutes® available in *MyTeachingStrategies*®. OSPI understands the complexity of conducting WaKIDS with remote learning, and we ask you do the best you can to build a relationship and learn about the strengths and growth of each child. OSPI will be here to support teachers and families and respond to the evolving circumstances.

**How is the social/emotional domain feasible to assess through distance learning? With no play to learn online, I have a hard time understanding how we will be able to accurately evaluate their social interactions with peers. Any examples of how to do so would be greatly appreciated!**

The Social-emotional objectives assessed in WaKIDS are:

- 1.a. Manages feelings
- b. Follows limits and expectations
- c. Takes care of own needs appropriately
  
2. c. Interacts with peers
3. a. Balances needs and rights of self and others
- b. Solves social problems

Consider [Discussion Prompts, Look-fors and Observation Activities](#) to find assessment related-activities and reference resources, like Intentional Teaching Experiences® and Mighty Minutes® available in *MyTeachingStrategies*®.

Families may have a lot to share about how their children demonstrate their social emotional skills at home and in their communities. Also, consider how you will structure small group synchronous learning and what you would like the interactions between students you hope to foster. How do the skills in 2c, 3a and 3b contribute to successful online learning communities? Should certain dimensions prove impossible to observe



with a particular child. OSPI recognizes that “Not Observed” is a valid response when used sparingly, selecting “Other” and “N/A.”

**Asking the parents to help with their observations is not going to be accurate across the board. Many are going to say their child is higher than they truly are**

Families should be considered reliable reporters of their child’s development. If they understand that the goal of the assessment is to make sure that the activities provided meet their child’s needs and current stage of development; if they know what to look for, and how to create the opportunities for their child to demonstrate what they know and can do, we can accept what they tell us and show us about their child. The purpose of collecting this information is to help guide instruction and document the child’s growth, which involves families. In order to gain the respect and trust of families, we need to offer respect and trust to them as the essential partner in their children’s education. As the teacher, use your professional judgment about the quality of information you receive from families, and if it is not reasonable to use for the assessment, collect additional information. Only the teacher assesses the developmental level based on the evidence, and OSPI encourages teachers to upload as much evidence as possible to share information about the child’s growth with the family.

**How do we assess social/emotional accurately? In the past parents have said their child was one way, but they are very different during their actual school day and interactions.**

We all act differently in different situations. Children’s social interactions online are likely to be very different from their social interactions in other settings. However, since children will be learning through online interactions while at home, the behaviors they exhibit in that context is one place to focus. The ways that teachers will facilitate online peer interaction, for instance, may be somewhat different from how peer interaction looks in the classroom but since the learning will be taking place online, teachers will need to build on the skills children are demonstrating in that setting. If information that families provide seems to conflict with observations you have made as a teacher, tell them what you have noticed and have a conversation to understand why the child may feel the need to act differently while online or at school. Evidence of the child’s behavior at home provides a more robust understanding of each child’s potential and challenges. Uploading evidence with a note as to the context could provide valuable information about the range in a child’s social skills depending on the situation. Families are the children’s first teachers and experts on their own children. Family involvement and evidence needs to be welcomed, as they are essential partners in their children’s education. Remote learning offers a perfect opportunity to strengthen



relationships and trust with families, and to strengthen the bond between family member and child.

**We are 100% remote, 80% of our families do not have tech. Our families work. - many multiple jobs. How on earth are we going to get accurate data from caregivers - is that even fair to ask them?** Kindergarten is not required in the state of Washington. If families have enrolled their children in kindergarten this year, we should assume that they would like their children to be engaged in what school has to offer. OSPI emphasizes that the relationship and connection with families is the priority. If families do not have a means of interacting around WaKIDS, do they have a means of interacting around any remote learning? WaKIDS is an opportunity for schools to set up the necessary supports, including schedules, interpretation and interactions that will pave the way for trust, relationships, and ongoing learning.

**How are the skills that are based on observation going to be accurately assessed for those of us that are online only?**

Make a list of the assessment objectives you expect to be able to observe during synchronous learning. Consider if the remaining objectives can be collected in one-on-one meetings with students and families or through specific work assignments sent home in packets. It may be necessary to adjust your remote learning schedule to include time for meeting one-on-one with students and families if you find you are not able to build relationships with families gather necessary information about your students to guide instruction.

**We are supposed to provide evidence and keep records of how data was collected. How do we record when many of the items will be done through and with parents?**

Just as before, teachers will need documentation of the evidence used to make assessment determinations, and as before, these may be things like collected work samples, photos, videos, or anecdotal notes. This year, teachers may encourage families to provide documentation and to collect it through whatever means works best for them. OSPI encourages teachers to upload all evidence and assess preliminary levels to guide conversations with families.

Teaching Strategies *GOLD*® has enabled the use of a family mobile app where families can share media files for teachers' documentation purposes. Teaching Strategies has provided a webinar demonstrating how to use this feature. It can be found on teachers' landing page in *MyTeachingStrategies*®. After the webinar is posted, OSPI will also send written instructions to all users in *MyTeachingStrategies*®.



**Our children will already be getting a reduced education with online learning. Now we will be replacing our reduced vital teaching/learning time with WaKids assessment. It seems like we will only be holding their progress back more, by spending so much time on trying to meet the assessment criteria.** Because the assessment used in WaKIDS is observational, not a screener, teachers assess while children are doing learning activities. There is no holding back for one-to-one assessment, no waiting to get children active and engaged. In fact, children engaged in activities provide teachers and families opportunities to see their skills in action and document what the child has mastered. OSPI understands the complexity of conducting WaKIDS with remote learning, and we ask you do the best you can to build a relationship and learn about the strengths and growth of each child. OSPI will be here to support teachers and families and respond to the evolving circumstances.

Keep in mind that things like speaking clearly, traveling skills and pencil grip are not only foundational skills, they are also areas that can indicate developmental delays that will need to be attended to. Many developmental delays can be supported with early attention from classroom teachers. If left unattended, they become referrals for special education.

Not identifying and tracking children's skills and abilities also creates the risk that instruction will be below or above the level children are ready for. This will hold them back more than taking the time to engage them in learning activities that shows their teachers where they are in development and guide instruction.

**Has OSPI considered only finalizing a few of the areas, such as literacy and math only for fall?** Yes, it was considered but ultimately decided that all areas of development and learning will be assessed. Again, OSPI understands the complexity of conducting WaKIDS with remote learning, and we ask you do the best you can to build a relationship and learn about the strengths and growth of each child.

**Are there any changes to the objectives? If yes, when will we see those posted?**

There are no changes to the objectives from last year to this year. All areas of development and learning will be assessed.

**Is this information going out to districts or can we use this video with staff?**

Yes, please share the video, slide deck and this Q&A with your school staff.





**We are looking at using the WA KIDS assessment to really know where our kinders are at. We understand that there will be COVID gaps for a number of years and that we have to look at bridging those gaps for the next 3-5 years rather than try and get students caught up now.**

**The e-mail sent Aug 4th to DACs from Yoona seems to just be the regular quick start guide. Is there something else that was sent, specific to administering remotely?** The information sent by Yoona in early August was specific to importing students into the assessment platform in preparation for teachers to assess. OSPI has created several resources, including the *WaKIDS Implementation Guide for Teachers 2020-21*. These resources can be found on the OSPI website:

<https://www.k12.wa.us/student-success/testing/state-testing-overview/washington-kindergarten-inventory-developing-skills-wakids/whole-child-assessment>

**Our kinder parents represent many different languages and most neither read nor speak English. Is there some sort of modified/simplified observation checklist with pictures available to provide parents and interpreters?** OSPI will have some translated materials available here: <https://www.k12.wa.us/student-success/testing/state-testing-overview/washington-kindergarten-inventory-developing-skills-wakids/whole-child-assessment>

**Please consider only the most basic and needed assessments that can easily be done.** The objectives selected for the WaKIDS assessment represent key foundational skills, with just a few objectives in each area of whole-child development. These are considered the most basic and needed objectives.

**The data will be more accurate/valid if the required objectives are limited.** OSPI encourages teachers to focus on the relationship with families, observing what the family prioritizes first with their support. The accuracy and validity of the data is the result of observations taking place during the child's normal activities, engaged in play, conversations, and learning. Take time to get to know the child and family and do your best to partner with the family in gathering evidence of the child's activities.

**Assessing social/emotional shouldn't be required, when we can't see how they interact with those outside of their own house.** Focus on developing skills for the context children are currently in. For instance, if children will be learning through online interactions in school, teachers and families will need to build children's social skills in these settings. Likewise, children demonstrate social and emotional skills and behaviors with peers and family members through daily routines and life skills. These interactions



are a valuable and culturally relevant context for learning. Families will appreciate that you recognize their children will still be developing social and emotional skills that are most relevant during this time.

**From previous years, most parents only want to know about Math and Literacy.**

**They don't care about the other things.** WaKIDS takes place in a different context in 2020, and families and teachers will be experiencing kindergarten differently. As families partner in collecting evidence, the importance of understanding all areas of growth may become more apparent. Often it depends on how information about the other learning objectives are presented to families. Skill acquisition draws from multiple domains of learning. Math and literacy skills can be developed using all areas of growth and learning.

**Can you provide creative ways to assess social emotional?**

Some activities are provided here: [Discussion Prompts, Look-fors and Observation Activities](#). Also consider choosing from the many activities available in *MyTeachingStrategies*®.

**Developing a strong connection when focusing only on so many TSGOLD objectives will not be as quality of relationship building as with a few focused objectives.** The relationship between teachers and families has never been more critical to the child's learning. Families will appreciate knowing that their child's teacher wants to support their child's development, in all areas, including their ability to make friends and kick a ball. The assessment deadline has been extended to November 13. Take the entire time to collect information about each child. Review which objectives you will be able to assess yourself over the assessment period and which you will need family input on. Of those you will seek parent/guardian support, start with a few focused objectives that are most important to the family and slowly introduce more over the full assessment period. OSPI understands the complexity of observational assessment with remote learning with the emphasis that data are to be used formatively to guide instruction.

**Can OSPI support teachers with data collection materials that they can forward to parents and use as tools to guide their work with families? Even having a phone conversation expectation with a parent who's working (possibly more than 40 hrs/week, possibly single parents, etc.) may be a restrictive factor that exacerbates inequity. Can OSPI help support teachers with the many modes of communication to parents that will be necessary in approaching equitable, accessible outreach?**



Providing equitable learning opportunities for working families will be a significant challenge regardless of WaKIDS. OSPI encourages doing what works best for each family. Communication with families will be critical during remote learning, in all grades. We can't know families' circumstance or ability to support their children's learning, and what they will need in order to do that, without talking with them. Through those conversations, teachers and families can discuss the learning plans that will work for their schedule. Schools will need to invest time, energy and resources making sure that families and teachers have adequate communication support.

OSPI has some data collection materials that will be translated into will be available in 9 languages: Chinese, Khmer, Korean, Punjabi, Russian, Somali, Spanish, Tagalog, and Vietnamese. These translated documents will be available in early fall.

Additionally, Teaching Strategies *GOLD*® has enabled the use of a family mobile app where families can share media files (photos, videos) for teachers' documentation purposes. Teaching Strategies has provided a webinar demonstrating how to use this feature. Information about how to access this webinar can be found on teachers' landing page in *MyTeachingStrategies*®.

**So are we supposed to come up with a list of questions to ask parents that will help us determine where a student places in different areas???** OSPI has created [Discussion Prompts, Look-fors and Observation Activities](#) as a possible starting point for engaging families in conversations about their child's development. These are just suggestions. Open-ended conversation starters like "Tell me about your child" and "What sorts of things does your child like to do?" can lead into more specific questions about particular skills and abilities.

**All districts are required to universally screen students SEL- we have a SEL screener, why do we also have to do the WaKids SEL components? Isn't that redundant?** ESHB 2586 requires that WaKIDS replaces administration of other assessments being required by school districts or that other assessments only be administered if they seek to obtain information not covered by WaKIDS. Encourage your school district to use WaKIDS in place of the screener, where information collected is similar.

**How has GOLD® Documentation App worked for teachers in your district?** From what we have heard at OSPI, teachers have found this app to be useful.



**How in the world are we going to do WaKIDS and teach and get it all done???**

Teachers have until November 13 to conduct the WaKIDS assessment. Take your time and focus on building relationships and actively engaging the child's learning, not the completion of all objectives and dimensions. Because the assessment is observational and intended to inform instruction, teachers assess *while* children are doing learning activities, through the products students make or descriptions of things children did as they engaged in play.

OSPI understands the complexity of conducting WaKIDS with remote learning, and we ask you do the best you can to build a relationship and learn about the strengths and growth of each child. OSPI will be here to support teachers and families and respond to the evolving circumstances.

**I have a box of data that I have before I input my WaKids data - how am I going to justify the scores I put in. What is OSPI going to say is enough? Parent/Caregiver said so doesn't seem like it's going to fly?**

WaKIDS requires that teachers have at least one piece of documentation for each objective assessed. One piece of documentation can be used for more than one objective. Families can contribute by sharing photos, videos, work samples and anecdotal evidence, which teachers can upload with a preliminary level. Families should be considered reliable reporters of their child's development. If families understand that the goal of the assessment is to make sure that the activities that teacher provide are based on what their child needs and is ready for; if they know what to look for, and how to create the opportunities for their child to demonstrate what they know and can do, we can accept what they tell and show us about their child. The purpose of collecting this information is to build relationships with the child and family and help guide instruction, some of which families may be providing.

**Is OSPI going to accept our conversations with families as evidence for things such as social emotional and physical skills?**

Families should be considered reliable reporters of their child's development. If they understand that the goal of the assessment is to make sure that the activities that teacher provide are based on what their child needs and is ready for; if they know what to look for, and how to create the opportunities for their child to demonstrate what they know and can do, we can accept what they tell us about their child. You will need to document the evidence you collect from families and use your professional judgement to determine if the evidence you have gathered is enough to establish an assessment determination. OSPI encourages



teachers to upload evidence to Teaching Strategies *GOLD*®, assess the preliminary level, and use this as a point of conversation in guiding instruction.

**I think that at teachers, we have experiences and feel comfortable with connecting and communicating with our parents in a face-2-face model or a virtual model. I think the biggest concern is the data collection and how to successfully assess students in a remote setting. I know we will lean on our families but there are many times that families elevate the level I think it would be best to lean on them for the physical and emotional.** If families understand that the goal of the assessment is to make sure that the activities that teacher provide are based on what their child needs and is ready for; if they know what to look for, and how to create the opportunities for their child to demonstrate what they know and can do, we can accept what they tell us about their child. The purpose of collecting this information is to help build relationships with the family guide instruction, some of which families may be providing. In order to gain the respect and trust of families, we need to offer respect and trust to them.

**Our scope & sequence requires us to begin teaching fairly soon after starting classes. are we holding off on teaching until we complete this assessment? So not starting to teach until 2nd qtr.** Do not hold off on teaching! The assessment used in WaKIDS is observational, so teachers assess *while* children are doing learning activities, through the products students make or descriptions of things children did as they engaged in play. Assessment happens through activities that provide opportunities to see what they can do. There is no holding off, no waiting to get children active and engaged. Look at your scope and sequence to see what skills are being taught and consider the method that you will be teaching. Find the overlap between your scope and sequence and the objectives assessed through WaKIDS. Again,

**Forgive me if this was asked already, but what about those students who have sporadic to no attendance?** Sporadic/no attendance will interfere with more than WaKIDS. It will be important to follow up with families to understand why they are not able to attend. This could be a sign that the established schedule for learning needs to be adjusted. Also remember that you should take the entire assessment period – until November 13 – to conduct the assessment. Finally, if it is not possible to assess some objectives due to excessive absence, teachers may choose the “Not Observed” option with “Other” and “N/A”. MyTeachingStrategies® is available all year to support children’s growth.



**Our district is having students doing activities such as Imagine learning and other online apps. All our new lessons must be recorded and can't be live. I am searching for a way to figure out how to "observe" when learning is not live.** Consider having one-on-one and small group meetings with students and families via Zoom or some other means for real-time interaction. Invite families to help collect documentation. Collect work samples from students. Make sure your district administrators understand the information you are required to collect.

**I just wish we had better assessment tools to use to assess in a virtual setting.**

**This year's data is going to be skewed because of the unusual circumstances. We will be comparing apples to oranges.** We are not using WaKIDS data to compare students. We are using WaKIDS as a formative assessment to learn about each child and inform instruction. OSPI understands the complexity of conducting WaKIDS with remote learning, and we ask you do the best you can to build a relationship and learn about the strengths and growth of each child. OSPI will be here to support teachers and families and respond to the evolving circumstances.

**Can you have parents video an activity?** Yes! Families can share videos, photos, work samples, etc.

**It's important to dispel the myth that the WaKIDS assessment has to be a specific task at a specific time that is the same for everyone. Not all have to be 1:1, many observations can be done in small groups. The timing of the entering the judgement in Teaching Strategies Gold is the snapshot in time.**

**I worry that some parents may interpret some of the assessment conversation as beyond their understanding or even outside of their responsibility. Our district is trying to re-gain trust of our families and community and worry that these family conversations may seem to take priority over the learning of their child.** One way to regain trust with families is share with them the purpose and goals of assessment – which is to understand what their child is able to do now, so that you can provide the best match for their next steps. Inviting families to help you understand their child better, trusting what they know about their child, and working with them to find the best ways possible to support their child's learning during this unprecedented time will go a long way to regaining trust.

**Do districts have access to the family communication tools in the TSG site?**



Yes! Teaching Strategies has provided a webinar demonstrating how to use this feature. Information about how to access this webinar is on teachers' landing page in *MyTeachingStrategies*®.

**What if you don't have support from admin? If they don't embrace the development of learning in younger kids, it's really hard to use WaKids as it's intended.** Encourage admin to check out the WaKIDS for District Administrators self-paced, online WaKIDS training designed for principals, district administrators, and others who play a key role in supporting WaKIDS implementation. Trainings are available between July and the end of September. Visit the OSPI website to register for a WaKIDS training. Register at <https://www.k12.wa.us/student-success/testing/state-testing-overview/washington-kindergarten-inventory-developing-skills-wakids/events-training>

Share the [Washington State Full-day Kindergarten Guide](#). OSPI will be releasing a *WaKIDS Implementation Guide for Principals 2020-21* in the upcoming days. It will be posted [here](#) when ready.

**As far as I know we can only upload videos and pictures taken through the Teaching strategies app. Will the app be modified to accept video uploads from other sources?** The Family App? Yes!

**What if families do not have the time or capacity to have these lengthy conversations 1:1 with teachers or are unreachable for this contact?**

Teachers will need to find out the schedules of each child's family to determine to when and to what extent families will be able to engage in conversations. Conversations do not have to be lengthy, and can be spread across the full assessment period, which ends November 13. Again, the priority of WaKIDS is the relationships with families and kindergartners.

**I wonder if we can tap into the expertise of our homeschooling centers and other ABEs who regularly collaborate with parents?** This is a great idea. Teachers from Alternative Learning Experiences schools/programs are adept at developing learning plans in partnership with families, including gathering documentation of student at-home learning.

I encourage you to use your connection conferences to better understand your students' environment and culture to "translate" the teacher/assessment jargon into family-friendly terms.



**Why aren't Kinder teachers getting the links and invites to these webinars? I only found out through FB and luckily one connection I have at our District Office.** This was an offering from the Washington Educational Research Association (WERA). WERA advertised it to current and prospective members known in their database, as well through OSPI's Washington Assessment Weekly. This session came together very quickly and we do not have a directory of the state's kindergarten teachers.

**You are assuming parents have tech, you are assuming parents are home during the day - not the case for most of our families.** We understand that families may be working during the school day and that they will need teachers to be flexible with how and when they communicate. Schools will need to work through these issues at all grade levels, not just for the administration of WaKIDS.

OSPI understands the complexity of conducting WaKIDS with remote learning, and we ask you do the best you can to build a relationship and learn about the strengths and growth of each child. OSPI will be here to support teachers and families and respond to the evolving circumstances.

**With all of the apps and programs our parents are learning, I'm not sure they will want to download another app :-/ But I'm interested in learning about it still!**

Districts received feedback from families to limit the number of communication applications, as families with multiple students struggled to stay current with communication. Teachers can check what works best for families.

**Exactly when can these conversations with families be held? I will likely have majority of my families who's kids are in daycare all day so not only is it going to be difficult at times for kids to log on to "school" but when/how can we be having these conversations with these families?**

We understand that families may be working during the school day and that they will need teachers to be flexible with how and when they communicate. Schools will need to work through these issues at all grade levels, not just for the administration of WaKIDS.

OSPI understands the complexity of conducting WaKIDS with remote learning, and we ask you do the best you can to build a relationship and learn about the strengths and growth of each child. OSPI will be here to support teachers and families and respond to the evolving circumstances.

**How soon we will receive that guide? Kinder teachers could really use the support to calm the anxiety of doing this assessment in this new setting.**





You will be able to find resources here: <https://www.k12.wa.us/student-success/testing/state-testing-overview/washington-kindergarten-inventory-developing-skills-wakids/whole-child-assessment>

Again, OSPI understands the complexity of conducting WaKIDS with remote learning, and we ask you do the best you can to build a relationship and learn about the strengths and growth of each child. OSPI will be here to support teachers and families and respond to the evolving circumstances.

### **Will TS offer translated instructions for MyTeachingStrategies® Family App**

**Also worried about the amount of time needed to complete WA Kids in this new format, and the added functionality as mentioned. We're still worried families will even have a laptop. Language access is another barrier. Does that app translate?**

Teaching Strategies has produced a webinar demonstrating how to use this feature which is posted teachers' landing page in *MyTeachingStrategies*®.

**Where is this information? The Family App, the blurb for families about WaKIDS, the Discussion Prompts and Look-fors?** Teaching Strategies has produced a webinar demonstrating how to use this feature which is posted teachers' landing page in *MyTeachingStrategies*®.

You can find [Discussion Prompts, Look-fors and Observation Activities](https://www.k12.wa.us/student-success/testing/state-testing-overview/washington-kindergarten-inventory-developing-skills-wakids/whole-child-assessment) and other resources here: <https://www.k12.wa.us/student-success/testing/state-testing-overview/washington-kindergarten-inventory-developing-skills-wakids/whole-child-assessment>

**What is the name of the family app for parents? Forgive me if you already said it.** It's called MyTeachingStrategies Family and you can see a picture of the app here: [https://play.google.com/store/apps/details?id=com.teachingstrategies.myts.family&hl=en\\_US](https://play.google.com/store/apps/details?id=com.teachingstrategies.myts.family&hl=en_US). Teaching Strategies has provided a webinar in the upcoming weeks demonstrating how to use this feature. Information about how to access this webinar is on teachers' landing page in *MyTeachingStrategies*®.

**Are those the only webinars offered? Are the recordings offered after?**

**Unfortunately, that's a popular training time.** A recording of this webinar is available from the WERA website at [www.wera-web.org/hot-topics-webinar](http://www.wera-web.org/hot-topics-webinar).

**Many families view the teacher as the expert and expect teachers to tell them how their students are doing. I worry that this is a Euro centric view that families will**



**want to be the teacher and assessor.** The teacher is the “teacher” and the “assessor” but now, we are inviting families to help teachers accomplish this in ways that will work for their circumstance. We can trust families to recognize that the current situation brought about by a global health crisis will require new approaches and to see you as partner in working with them to support their child when they are not able to bring them to school.

**There is a delicate balance between clarifying our "jargon" with families and "talking down" to families. We need to be sure we are communicating in a respectful way that doesn't convey the idea that we as Teachers know things that we wouldn't expect parents to understand. (I had that experience with my child's second grade teacher, who talked down to me. I found a time to say, "When I was teaching second grade...." But even if I had been a high school dropout, she didn't have the right to talk down to me. That was a great learning experience to help me as a teacher.)** This is such a good point. Making time for regular communication will help teachers and families to be in better sync with each other.