

## Kindergarten Entry Profile Crosswalks: Kindergarten Academic Standards

As part of Race to the Top – Early Learning Challenge, the Minnesota Department of Education (MDE) conducted a series of studies to align multiple assessment tools with the state’s early learning and kindergarten academic standards. These studies provide information to districts and early learning programs to help them answer important questions such as (1) how do we know that the tools measure what we need and (2) what happens if we use multiple tools across programs in our district?

The following alignment document addresses each question above in detail. As a result of the studies completed by MDE, districts and early learning programs can use these crosswalks to explore the alignment among a menu of appropriate early learning assessments (Teaching Strategies GOLD: Pre-K version, Formative Assessment System for Teachers (FAST), Desired Results Developmental Profile – SR (DRDP – SR), Work Sampling System: Minnesota Specific Checklist) in multiple ways. For the first question, *how do we know that they measure what we need?* The first alignment that was conducted was between the tools and the standards. Each tool was tested for its alignment to the standards and this document outlines the final items for each tool that correspond with each domain on the [Minnesota Academic Standards: Kindergarten](#). The document will provide you with the domain name, component and a brief description of what is included in the kindergarten standards. Below the description for each component is a list of assessment items that have been shown to empirically relate to the domain. For more information regarding the coverage by domain and component, see appendix A.

If your district and early learning programs use different tools to measure children’s learning progress (question #2), you can use this document to compare the items on each assessment. The concurrent calibration studies conducted by MDE resulted in a list of items per tool that were linked with one another along a common domain. Therefore, each of the items within the tables below can be considered to measure the same domain with approximate scores. See appendix B for further information.

This document is designed to inform administrators, teachers and early care and education providers of the items within each of the Kindergarten Entry Profile assessment tools and how they match up. This may be useful for ongoing use in PLCs, vertical alignment of PreK-3 assessments or horizontal alignment of early learning programs. The purpose of the crosswalks is not to mix-and-match items from different tools, but rather explore the linkages among the tools that are currently used in programs to measure how children are meeting age expectations at entry to kindergarten. All assessments should be used in the manner in which they were designed, otherwise the tools may not yield valid results

## Kindergarten Entry Profile Crosswalks: Social Studies

K-12 Strand	K-12 Standard	K-12 Benchmark	<i>TS-GOLD: Pre-K</i> Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP - SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Social Studies	4. The differences and similarities between cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as Fourth of July or Thanksgiving	30. Shows basic understanding of people and how they live	DM 23. Child understands and appreciates his/her uniqueness in one's family, community, culture and the world.	SED1: Identity of self in relation to others	

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Social Studies	1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy	Demonstrate civic skills in a classroom that reflect an understanding of civic values. For example: Civic skills – listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise and judicious exercise of authority. Civic values – fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship	<p>1a. Manages feelings – 6 Is able to look at a situation differently or delay gratification &amp; Regulates own emotions and behaviors -8 Controls strong emotions in an appropriate manner most of the time</p> <p>1b. Follows limits and expectations – 5 Manages classroom rules, routines, and transitions with occasional reminders &amp; – 6 Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1c. Takes care of own needs appropriately – 6 Demonstrates confidence in meeting own needs</p>	<p>DM 28. Child displays confidence through experimentation, willingness to make mistakes, and ability to move on.</p> <p>DM 27. Child displays the ability to manage thoughts and attention.</p> <p>DM 26. Child displays the ability to manage emotions and behaviors.</p>	<p>ALT-REG 2: Self-control of feelings and behavior</p> <p>HSS5: Responsible Conduct as a Group Member</p>	<p>IA2: Shows some self-direction</p> <p>IB1: Follows simple classroom rules and routines</p> <p>IB2: Manages transitions</p>

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Social Studies	1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy	Demonstrate civic skills in a classroom that reflect an understanding of civic values. For example: Civic skills – listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise and judicious exercise of authority. Civic values – fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship	<p>2a. Forms relationships with adults – 8 Engages with trusted adults as resources and to share ideas and mutual interests</p> <p>2b. Responds to emotional cues – 4 Demonstrates concern about the feelings of others &amp; – 6 Identifies basic emotional reaction of others and their causes accurately.</p> <p>2c. Interacts with peers – 6 Initiates, joins in, and sustains positive interactions with a small group of two to three children &amp; – 8 Interacts cooperatively in groups for four or five children</p> <p>3a. Balances needs and rights of self and others – 6 Initiates the sharing of materials in the classroom and outdoors</p>	<p>DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others)</p> <p>DM 29. Child demonstrates the ability to establish and sustain relationships with others.</p>	<p>SED2: Social and emotional understanding</p> <p>SED3: Relationships and social interactions with familiar adults</p> <p>SED4: Relationships and social interactions with peers</p> <p>SED 5: Symbolic and sociodramatic play</p> <p>HSS 4: Conflict negotiation</p>	<p>ID1: Interacts easily with one or more children</p> <p>ID2: Interacts easily with familiar adults</p> <p>ID4: Identifies some feelings and responds to those of others</p> <p>ID5: Begins to use simple strategies to resolve conflict</p>

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Social Studies	8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order	Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules	<p>14b. Engages in sociodramatic play -6 Interacts with two or more children during pretend play, assigning roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>3a Balances needs and rights of self and others - 5 emerging to 6. Initiates sharing of materials in the classroom and outdoors</p> <p>3b. Solves social problems -6 Suggests solutions to social problems</p>	<p>DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others.</p> <p>DM 22. Child demonstrates an understanding of the reciprocal relationship between the individual and the environment.</p>	<p>ATL-REG 4: Shared use of space and materials</p> <p>SED4: Relationships and social interactions</p> <p>HSS 4: Conflict negotiation</p> <p>HSS5: Responsible conduct as a group member</p>	<p>IB1: Follows simple classroom rule and routines</p> <p>ID5: Begins to use simple strategies to resolve conflict</p>

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Social Studies	2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past	Describe ways people learn about the past. For example: Learning from elders, photos, artifacts, buildings, diaries, stories, videos	12a. Recognizes and recalls – 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view  31. Explores change related to familiar people or places	DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others.  DM 22. Child demonstrates an understanding of the reciprocal relationship between the individual and the environment.	HSS 1: Sense of time	

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Social Studies	3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political, and economic systems)	Identify the physical and human characteristics of places, including real and imagined places. For example: Physical characteristics – landforms (Rocky Mountains, Mount Everest). Ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather, and climate. Human characteristics – structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.	32. Demonstrates simple geographical knowledge	DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others.  DM 22. Child demonstrates an understanding of the reciprocal relationship between the individual and the environment.	HSS 2: Sense of place  HSS 3: Ecology	

## Kindergarten Entry Profile Crosswalks: English Language Arts

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Speaking, Viewing, Listening, and Media Literacy	Comprehension and collaboration	<p>0.8.1.1.a. Follows agreed upon rules for discussions</p> <p>0.8.1.1.d Follows basic oral directions</p>	<p>8a. Comprehends language – 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>8b. Follows directions – 6. Follows directions of two or more steps that relate to familiar objects and experiences</p>	DM 2. Child follows basic oral directions.	<p>ELD1: Comprehension of English (receptive English)</p> <p>LLD1: Understanding of language (receptive)</p> <p>LLD2: Follows increasingly complex instructions</p>	<p>IIA1: Gains meaning by listening</p> <p>IIA2: Follows two- or three-step directions</p>



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Speaking, Viewing, Listening, and Media Literacy	Comprehension and collaboration	<p>0.8.1.1.b Continue a conversation through multiple exchanges</p> <p>0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p>	<p>8a. Comprehends language – 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>9a. Uses an expanding expressive vocabulary – 6. Describes and tells the use of many familiar items</p> <p>9b. Speaks clearly – 6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>9d. Tells about another time or place – 6. Tells stories about other times and places that have a logical order and that include major details</p> <p>10a. Engages in conversations – 6. Engages in conversations of at least three exchanges</p> <p>10b. Uses social rules of language – 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>	DM2. Child follows basic oral directions.	<p>ELD1: Comprehension of English (receptive English)</p> <p>ELD2: Self Expression in English (expressive English)</p> <p>LLD1: Understanding of language (receptive)</p> <p>LLD3: Communication of needs, feelings, and interests (expressive)</p> <p>LLD4: Reciprocal communication and conversation</p>	<p>IIA1: Gains meaning by listening</p> <p>IIB1: Speaks clearly enough to be understood without contextual clues</p> <p>IIB3: Uses expanded vocabulary and language for a variety of purposes</p> <p>IIA2: Follows two- or three-step directions</p> <p>IIC2: Demonstrates phonological awareness</p>

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Speaking, Viewing, Listening, and Media Literacy  Language	Presentation of Knowledge and Ideas  Vocabulary Acquisition and Use	0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail  0.10.4.4a Identify new meanings for familiar words and apply them accurately	9a. Uses an expanding expressive vocabulary – 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations  9c. Uses conventional grammar – 6. Uses complete, four- to six-word sentences  38. Demonstrates progress in speaking English – 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea	DM6. Child follows agreed upon rules during conversations with others.  DM7. Child engages in increasingly complex social conversation with others for a variety of purposes.  LN; LS; OS	ELD2: Self Expression in English (expressive English)  LLD3: Communication of needs, feelings, and interests (expressive)	IIB1: Speaks clearly enough to be understood without contextual clues  IIB3: Uses expanded vocabulary and language for a variety of purposes

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Speaking, Viewing, Listening, and Media Literacy	Presentation of Knowledge and Ideas	0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, thymes and songs	9a. Uses an expanding expressive vocabulary – 6. Describes and tells the use of many familiar items  38. Demonstrates progress in speaking English – 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea	DM 4. Child uses age-appropriate vocabulary and syntax through verbal (saying words), gestural (signing words), or graphic (pictures or augmented communication) forms of language.  DM 5. Child uses age-appropriate grammar through verbal (saying words), gestural (signing words), or graphic (pictures or augmented communication) forms of language.	LLD 3: Communication and use of language (expressive)	IIB1: Speaks clearly enough to be understood without contextual clues

### Kindergarten Entry Profile Crosswalks: English Language Arts

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Reading / Literature	Range of reading and level of text complexity	0.1.10.10 Actively participates in group reading activities with purpose and understanding in including the appropriate selection of text for personal enjoyment, interest, and academic tasks	<p>18a Interacts during read-alouds and book conversations</p> <p>18c Retells stories – 4. Retells familiar stories using pictures or props as prompts</p>	<p>DM4. Child uses age-appropriate vocabulary and syntax through verbal (saying words), gestural (signing words), or graphic (pictures or augmented communication) forms of language.</p> <p>DM5. Child uses age-appropriate grammar through verbal (saying words), gestural (signing words), or graphic (pictures or augmented communication) forms of language.</p> <p>CoP</p>	<p>LLD5: Interest in literacy</p> <p>LLD6: Comprehension of age-appropriate text</p> <p>ELD3: Understanding and response to English literacy activities</p>	<p>IICC3: Shows appreciation and understanding of books and reading</p> <p>IIC4: Recounts some key ideas and details from text</p>

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Reading / Foundational Skills	Phonological awareness	0.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	<p>16b. Uses letter-sound knowledge – 3 emerging to 4. Produces the correct sounds for 10-20 letters</p> <p>15a. Notices and discriminates rhyme – 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15b. Notices and discriminates alliteration – 4. Shows awareness that some words begin the same way</p> <p>15c. Notices and discriminates smaller and smaller units of sound – 4. Hears and show awareness of separate syllables in words</p>	DM10. Child demonstrates motivation and enthusiasm for reading and literacy activities.	LLD8: Phonological awareness	IIC2: Demonstrates phonological awareness

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Reading / Foundational Skills	Print Concepts	0.3.0.1d Recognize and name all upper and lower case letters of the alphabet	<p>16a. Identifies and names letters – 4. Recognizes as many as 10 letters, especially those in own name</p> <p>17b. Uses print concepts – 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>	<p>DM4. Child uses age-appropriate vocabulary and syntax through verbal (saying words), gestural (signing words), or graphic (pictures or augmented communication) forms of language.</p> <p>DM5. Child uses age-appropriate grammar through verbal (saying words), gestural (signing words), or graphic (pictures or augmented communication) forms of language.</p> <p>LS</p>	<p>ELD4: Symbol, letter, and print knowledge in English</p> <p>LLD9: Letter and word knowledge</p> <p>LLD10: Emergent writing</p>	IIC1: Begins to develop knowledge about letters

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Reading / Foundational Skills	Print Concepts	<p>0..3.1.1a-d Demonstrate understanding of the organization and basic features of print</p> <p>a. Follow words from left to right, top to bottom and page by page</p> <p>b. Recognize that spoken words are presented in written language by specific sequences of letters</p> <p>c. Understand that words are separated by spaces in print</p> <p>d. Recognize and name all upper- and lower case letters of the alphabet</p>	<p>17a. Uses and appreciates books– 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>17b. Uses print concepts – 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>	LS; LN; OS	<p>ELD4: Symbol, letter, and print knowledge in English</p> <p>LLD6: Letter and word knowledge</p> <p>LLD7: Concepts about print</p>	<p>IIC1: Begins to develop knowledge about letters</p> <p>IIC3: Shows appreciation and understanding of books and reading</p> <p>IID2: Uses letter-like shapes, symbols, and letters to convey meaning</p>
Reading / Literature	Key Ideas and Details	0.1.3.3 With prompting and support, identify characters, settings, and major events in a story	18c. Retells stories – 4. Retells familiar stories using pictures or props as prompts	CoP	<p>LLD5: Interest in literacy</p> <p>LLD6: Comprehension of Age-Appropriate text</p> <p>ELD3: Understanding and response to English literacy activities</p>	<p>IIC3: Shows appreciation and understanding of books and reading</p> <p>IIC4: Recounts some key ideas and details from text</p>

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<p>Reading / Literature</p> <p>Reading / Informational Text</p>	Key Ideas and Details	<p>0.1.2.2 With prompting and support, retell familiar stories, including key details</p> <p>0.2.1.1 With prompting and support, ask and answer questions about key details in a text</p> <p>0.2.2.2 With prompting and support, identify the main topic and retell key details of a text</p> <p>0.2.3.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p>	<p>18a. Interacts during read-alouds and book conversations – 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p> <p>18c. Retells stories – 4. Retells familiar stories using pictures or props as prompts</p>		<p>LLD5: Interest in literacy</p> <p>LLD6: Comprehension of Age-Appropriate text</p> <p>ELD3: Understanding and response to English literacy activities</p>	<p>IIC3: Shows appreciation and understanding of books and reading</p> <p>IIC4: Recounts some key ideas and details from text</p> <p>IID1: Represents ideas and stories through pictures, dictation, and play</p>



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Reading / Literature	Ley Ideas and Details	0.1.1.1 With prompting and support ask and answer familiar questions about key details in a text	<p>18a. Interacts during read-alouds and book conversations – 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p> <p>14a. Thinks symbolically – 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>		<p>LLD5: Interest in literacy</p> <p>LLD6: Comprehension of Age-Appropriate text</p> <p>ELD3: Understanding and response to</p>	<p>IIC3: Shows appreciation and understanding of books and reading</p> <p>IIC4: Recounts some key ideas and details from text</p> <p>IID1: Represents ideas and stories through pictures, dictation, and play</p>

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Writing	Text Types and Purposes	0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide reaction to what happened	<p>14a. Thinks symbolically – 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>19a. Writes own name</p> <p>19b. Writes to convey meaning – 2. Controlled linear scribbles &amp; – 3. Mock letters or letter-like forms</p>	<p>DM4. Child uses age-appropriate vocabulary and syntax through verbal (saying words), gestural (signing words), or graphic (pictures or augmented communication) forms of language.</p> <p>DM5. Child uses age-appropriate grammar through verbal (saying words), gestural (signing words), or graphic (pictures or augmented communication) forms of language.</p>	<p>LLD7: Concepts about print</p> <p>LLD8: Emergent writing</p> <p>LLD10: Emergent writing</p> <p>ELD4: Symbol, letter and print knowledge in English</p>	IID2: Uses letter-like shapes, symbols, and letters to convey meaning

## Kindergarten Entry Profile Crosswalks: Arts

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Arts	<p>Demonstrate knowledge of the foundations of the arts area</p> <p>Demonstrate knowledge and use of technical skills of the art form, integrating technology when applicable</p> <p>Create or make a variety of contexts in the arts area using the artistic foundations</p>	<p>Identify elements in media arts such as image, sound, space, time, motion, and sequence</p> <p>Identify the elements of music including melody, rhythm, harmony, dynamics, tone, color, texture, form, and the related concepts</p> <p>Identify the elements of visual arts including color, line, shape, texture, and space</p> <p>Demonstrate replicated and improvised movement using control and coordination</p> <p>Demonstrate skills such as improvising, creating character and selecting costumes for dramatizations</p> <p>Improvise or choreograph dance ideas that communicate an experience of theme</p> <p>Create original artworks to express ideas, experiences, or stories</p> <p>Improvise or compose to express musical ideas using the voice or an instrument</p> <p>Creates original two-and three-dimensional artworks to express ideas, experiences, or stories</p> <p>Sing and play with accurate pitch, rhythm, and expressive intent</p> <p>Sing and play a varies repertoire that includes simple rhythms and melodies</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>		<p>VPA 1: Visual arts</p> <p>VPA 2: Music</p> <p>VPA 3: Drama</p> <p>VPA 4: Dance</p>	<p>VIA1: Participates in group music experiences</p> <p>VIA2: Participates in creative movement, dance, and drama</p> <p>VIA3: Uses a variety of art materials for tactile experience and exploration</p>

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Arts	<p>Demonstrate knowledge of the foundations of the arts area</p> <p>Create or make in a variety of contexts in the arts area using the artistic foundations</p> <p>Perform or present in a variety of contexts in the arts area using artistic foundations</p>	<p>Identify elements of dance including body, action, space, and energy</p> <p>Improvise or choreograph dance ideas that communicate an experience of theme</p> <p>Create images or express ideas through the use of movement, sound, and language</p> <p>Interpret and perform sequences of movement with a beginning, middle, and end that communicate a life experience, theme, or idea</p> <p>Interpret and perform a variety of characters using voice, movement, and props</p>	<p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>		<p>VPA 3: Drama</p> <p>VPA 4: Dance</p>	<p>VIA2: Participates in creative movement, dance and drama</p>

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Arts	<p>Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts area</p> <p>Perform or present in a variety of contexts in the arts area using the artistic foundations</p> <p>Respond to or critique a variety of creations of performances using the artistic foundations</p>	<p>Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of works in media art from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of works of theater from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Share and describe a personal media artwork</p> <p>Share and describe a personal artwork</p> <p>Compare and contrast the characteristics of various dance works or performances</p> <p>Compare and contrast the characteristics of a variety of media artworks</p> <p>Compare and contrast the characteristics of a variety of musical works or performances</p> <p>Compare and contrast the characteristics of a variety of theater performances</p> <p>Compare and contrast the characteristics of a variety of works of visual art</p>	<p>33. Explores the visual arts</p> <p>36. Explores drama through actions and language</p>		<p>SED1: Identity of self in relation to others</p>	<p>VIB1: Responds to artistic creations or events</p>

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN Intersecting Indicator(s)
Arts	Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts area	<p>Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of works in media art from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of works of theater from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Share and describe a personal artwork</p> <p>Compare and contrast the characteristics of various dance works or performances</p> <p>Compare and contrast the characteristics of a variety of media artworks</p> <p>Compare and contrast the characteristics of a variety of musical works or performances</p> <p>Compare and contrast the characteristics of a variety of theater performances</p> <p>Compare and contrast the characteristics of a variety of works of visual art</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>	DM31. Child demonstrates willingness to use a variety of media and participate in creative expression.		VIB1: Responds to artistic creations or events

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Arts	<p>Create or make in a variety of contexts in the arts area using the artistic foundations</p> <p>Perform or present in a variety of contexts in the arts area using artistic foundations</p>	<p>Revise creative work based on the feedback of others</p> <p>Revise a creation based on the feedback of others</p> <p>Revise an artwork based on the feedback of others</p> <p>Reflect on a presentation based on feedback of others</p> <p>Reflect on a performance based on the feedback of others</p>		DM31. Child demonstrates willingness to use a variety of media and participate in creative expression.		VIB1: Responds to artistic creations or events

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Arts	<p>Demonstrate knowledge of the foundations of the arts area</p> <p>Demonstrate knowledge and use of technical skills of the art form, integrating technology when applicable</p> <p>Create or make a variety of contexts in the arts area using the artistic foundations</p>	<p>Identify elements in media arts such as image, sound, space, time, motion, and sequence</p> <p>Identify the elements of music including melody, rhythm, harmony, dynamics, tone, color, texture, form, and the related concepts</p> <p>Identify the elements of visual arts including color, line, shape, texture, and space</p> <p>Demonstrate replicated and improvised movement using control and coordination</p> <p>Demonstrate skills such as improvising, creating character and selecting costumes for dramatizations</p> <p>Improvise or choreograph dance ideas that communicate an experience of theme</p> <p>Create original artworks to express ideas, experiences, or stories</p> <p>Improvise or compose to express musical ideas using the voice or an instrument</p> <p>Creates original two-and three-dimensional artworks to express ideas, experiences, or stories</p> <p>Sing and play with accurate pitch, rhythm, and expressive intent</p> <p>Sing and play a varies repertoire that includes simple rhythms and melodies</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>		<p>VPA 1: Visual arts</p> <p>VPA 2: Music</p> <p>VPA 3: Drama</p> <p>VPA 4: Dance</p>	<p>VIA1: Participates in group music experiences</p> <p>VIA2: Participates in creative movement, dance, and drama</p> <p>VIA3: Uses a variety of art materials for tactile experience and exploration</p>



K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Arts	<p>Demonstrate knowledge of the foundations of the arts area</p> <p>Create or make in a variety of contexts in the arts area using the artistic foundations</p> <p>Perform or present in a variety of contexts in the arts area using artistic foundations</p>	<p>Identify elements of dance including body, action, space, and energy</p> <p>Improvise or choreograph dance ideas that communicate an experience of theme</p> <p>Create images or express ideas through the use of movement, sound, and language</p> <p>Interpret and perform sequences of movement with a beginning, middle, and end that communicate a life experience, theme, or idea</p> <p>Interpret and perform a variety of characters using voice, movement, and props</p>	<p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>		<p>VPA 3: Drama</p> <p>VPA 4: Dance</p>	<p>VIA2: Participates in creative movement, dance and drama</p>

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Arts	<p>Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts area</p> <p>Perform or present in a variety of contexts on the arts area using the artistic foundations</p> <p>Respond to or critique a variety of creations of performances using the artistic foundations</p>	<p>Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of works in media art from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of works of theater from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Continued below..</p>	<p>33. Explores the visual arts</p> <p>36. Explores drama through actions and language</p>		SED1: Identity of self in relation to others	VIB1: Responds to artistic creations or events

K-12 Strand Continued	K-12 Standard Continued	K-12 Benchmark Continued	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Arts	<p>Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts area</p> <p>Perform or present in a variety of contexts un the arts area suing the artistic foundations</p> <p>Respond to or critique a variety of creations of performances using the artistic foundations</p>	<p>Share and describe a personal media artwork</p> <p>Share and describe a personal artwork</p> <p>Compare and contrast the characteristics of various dance works or performances</p> <p>Compare and contrast the characteristics of a variety of media artworks</p> <p>Compare and contrast the characteristics of a variety of musical works or performances</p> <p>Compare and contrast the characteristics of a variety of theater performances</p> <p>Compare and contrast the characteristics of a variety of works of visual art</p>	<p>33. Explores the visual arts</p> <p>36. Explores drama through actions and language</p>		<p>SED1: Identity of self in relation to others</p>	<p>VIB1: Responds to artistic creations or events</p>

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Arts	Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts area	<p>Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of works in media art from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities</p> <p>Identify characteristics of works of theater from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Continued below..</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>	DM31. Child demonstrates willingness to use a variety of media and participate in creative expression.		VIB1: Responds to artistic creations or events

K-12 Strand Continued	K-12 Standard Continued	K-12 Benchmark Continued	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Arts	Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the arts area	<p>Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities</p> <p>Share and describe a personal artwork</p> <p>Compare and contrast the characteristics of various dance works or performances</p> <p>Compare and contrast the characteristics of a variety of media artworks</p> <p>Compare and contrast the characteristics of a variety of musical works or performances</p> <p>Compare and contrast the characteristics of a variety of theater performances</p> <p>Compare and contrast the characteristics of a variety of works of visual art</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>	DM31. Child demonstrates willingness to use a variety of media and participate in creative expression.		VIB1: Responds to artistic creations or events

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Arts	<p>Create or make in a variety of contexts in the arts area using the artistic foundations</p> <p>Perform or present in a variety of contexts in the arts area using artistic foundations</p>	<p>Revise creative work based on the feedback of others</p> <p>Revise a creation based on the feedback of others</p> <p>Revise an artwork based on the feedback of others</p> <p>Reflect on a presentation based on feedback of others</p> <p>Reflect on a performance based on the feedback of others</p>		DM31. Child demonstrates willingness to use a variety of media and participate in creative expression.		VIB1: Responds to artistic creations or events

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Arts	<p>Demonstrate knowledge of the foundations of the arts area</p> <p>Demonstrate knowledge and use of technical skills of the art form, integrating technology when applicable</p> <p>Respond to or critique a variety of creations or performances using the artistic foundations</p>	<p>Identify elements of theater including plot, theme, character, language, sound, and spectacle</p> <p>Identify technology in a variety of dance contexts for research and feedback</p> <p>Identify how hardware such as digital still cameras, digital video camcorders, and computers are used for creation of media arts</p> <p>Read and notate music using a system of notation such as solfege, numbers, or symbols</p> <p>Identify the tools, materials, and techniques from a variety of two-and three-dimensional media such as drawing, printmaking, ceramics, and sculpture</p> <p>Compare and contrast the characteristics of various dance works or performances</p> <p>Compare and contrast the characteristics of a variety of media artworks</p> <p>Compare and contrast the characteristics of a variety of musical works or performances</p> <p>Compare and contrast the characteristics of a variety of theater performances</p> <p>Compare and contrast the characteristics of a variety of works of visual art</p>		DM32. Child communicates and shows interest in the creative work of self and others.		

## Kindergarten Entry Profile Crosswalks: Math

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Math	<p>Understand the relationship between quantities and whole numbers up to 31</p> <p>Use objects and pictures to represent situations involving combining and separating</p>	<p>Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence. For example, Count students standing in a circle and count the same students after they take their seats. Recognize that this rearrangement does not change the total number, but may change the order in which the students are counted.</p> <p>Count, with and without objects, forward and backward to at least 20</p> <p>Find a number that is 1 more or 1 less than a given number</p> <p>Compare and order whole numbers, with and without objects, from 0 to 20. For example: Put the number cards 7, 3, 19, and 12 in numerical order.</p> <p>Use objects and draw pictures to find the sums and differences of numbers between 0 and 10</p> <p>Compose and decompose numbers up to 10 with objects and pictures. For example: A group of 7 objects can be decomposed as 5 and 2 objects or 2 and 3 and 2, or 8 and 1</p>	<p>20a. Counts – 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object; – 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting</p> <p>20b. Quantifies – 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>	<p>DM31. Child demonstrates willingness to use a variety of media and participate in creative expression.</p> <p>DM32. Child communicates and shows interest in the creative work of self and others.</p> <p>DM33. Child displays opinions and personal preferences regarding art and creative expression.</p> <p>Number Sequence Match Quantity</p>	<p>COG: MATH2: Number sense of quantity</p> <p>COG: MATH3: Number sense of mathematical operations</p>	<p>IIIB2: Shows beginning understanding of number and quantity</p>
Math	Recognize, create,	Identify, create, complete, and extend simple patterns using shape, color, size, number, sounds and movements. Patterns	23. Demonstrates knowledge of patterns – 4.	Number Sequence	COG: MATH5: Patterning	



K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
	complete, and extend patterns	may be repeating, growing, or shrinking such as ABB, ABB, ABB or ●,●●,●●●	Copies simple repeating patterns			
Math	<p>Recognize and sort basic two and three dimensional shapes; use them to model real world objects</p> <p>Compare and order objects according to location and measurable attributes</p> <p>Recognize and sort basic two and three dimensional shapes; use them to model real world objects</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>Recognize basic two and three dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders, and spheres.</p> <p>Order 2 or 3 objects using measurable attributes, such as length and weight</p> <p>Use basic shapes and spatial reasoning to model objects in the real world. For example: A cylinder can be used to model a can of soup. Another example: Find as many rectangles as you can in your classroom. Record the rectangles you found by making drawings.</p> <p>Use words to compare objects according to length, size, weight, and position. For example: Use same, lighter, longer, above, between, and next to. Another example: Identify objects that are near your desk and objects that are in front of it. Explain why there may be some objects in both groups.</p>	<p>21b. Understands shapes – 4. Identifies a few basic shapes (circle, square, triangle)</p> <p>22. Compares and measures – 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>	<p>DM 14. Child demonstrates understanding of patterns and relationships between objects.</p> <p>DM13. Child recognizes shapes and compares multiple objects in regards to spatial relationships and measureable characteristics.</p> <p>Number Sequence</p>	<p>COG:MATH4: Measurement</p> <p>COG:MATH6: Shapes</p> <p>COG:MATH1: Classification</p> <p>COG:SCI 2: Inquiry through observation and investigation</p>	<p>IIF2: Begins to recognize and describe the attributes of shapes</p>





## Kindergarten Entry Profile Crosswalks: Science

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Science	<p>Weather can be described in measurable qualities and changes from day to day and with the seasons</p> <p>Natural Systems have many components that intersect to maintain the system</p>	<p>Monitor daily and seasonal changes in weather and summarize the changes. For example, recording cloudiness, rain, snow, and temperature.</p> <p>Identify the sun as a source of heat and light. For example, record the time of day when the sun shines into different locations of the school and note patterns.</p> <p>Observe a natural system or its model, and identify living and nonliving components in that system. For example, a wetland, prairie, garden, or aquarium</p>	24. Uses scientific inquiry skills	<p>DM14. Child demonstrates understanding of patterns and relationships between objects.</p> <p>DM13. Child recognizes shapes and compares multiple objects in regards to spatial relationships and measureable characteristics.</p>	COG:SCI 2: Inquiry through observation and investigation	

K-12 Strand	K-12 Standard	K-12 Benchmark	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP – SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Science	<p>Scientific inquiry is a set of interrelated processes used to pose questions about the natural world and investigate phenomena</p> <p>Living things are diverse with many different observable characteristics</p> <p>Natural Systems have many components that interact to maintain the system.</p>	<p>Use observations to develop accurate descriptions of a natural phenomenon and compare one’s observations and descriptions with those of others</p> <p>Identify the external parts of a variety of plants and animals including humans. For example: Heads, legs, eyes and ears on humans and animals, stems and roots on many plants</p> <p>Differentiate between living and nonliving things. For example: Sort organisms and objects (or pictures of these) into groups of those that grow, reproduce, and need air, food, and water; and those that don’t</p> <p>Observe a natural system or its model, and identify living and nonliving components in that system. For example, A wetland, prairie, garden, or aquarium</p>	<p>24. Uses scientific inquiry skills</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of Earth’s environment</p>	<p>DM16. Child effectively uses concrete and abstract strategies to solve mathematical problems.</p> <p>DM36. Child demonstrates curiosity and initiative.</p> <p>DM38. Child exhibits imagination and inventiveness in activity participation and problem solving.</p>	<p>COG:MATH 1: Classification</p> <p>COG:SCI 3: Documentation and communication of inquiry</p> <p>COG:SCI 4: Knowledge of the natural world</p>	

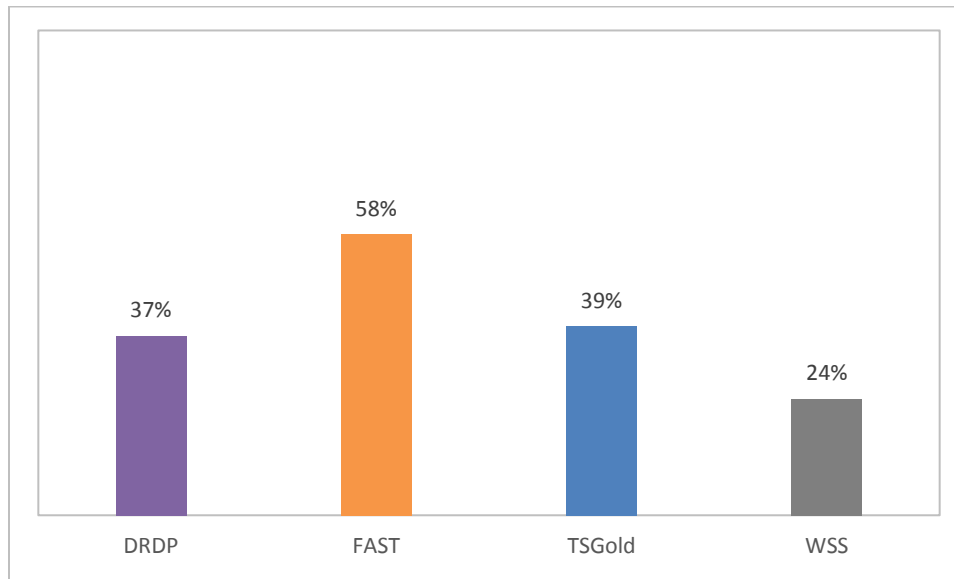


# Kindergarten Entry Profile Crosswalks: Appendices

## Appendix A

For the first question, *how do we know that the tools measure what we need?* The first phase in the study revision process was designed to test the alignment of kindergarten entry assessment measures to the state’s Early Childhood Indicators of Progress and the Minnesota Academic Standards: Kindergarten. Further information on the phase one pilot process can be found in the report, [Empirical Alignment of Assessments to Standards: A New Direction for Kindergarten Entry](#). Each tool was tested for its alignment to the standards as well as the depth in which each tool related to the standards and a crosswalk was developed between the items on each assessment and the standards to determine alignment between the assessment and the standards. Figure 1 below illustrates overall coverage by tool to the kindergarten academic standard benchmarks. The FAST tool covered the most indicators with 58% coverage followed by the Teaching Strategies GOLD tool (39%). Table 1 illustrates the tool coverage by standard and individual benchmark to the kindergarten standards.

**Figure 1.** Overall tool coverage to Kindergarten Academic Standards.



**Table 1. KEP tool coverage by assessment domain and component.**

Domain	Strand	No. of Standards	DRDP Coverage	FAST Coverage	TS GOLD Coverage	WSS MN Coverage
English Language Arts						
	Reading/Literature	9	33%	11%	44%	22%
	Reading/Informational Text	9	0%	11%	44%	22%
	Reading/Foundational Skills	4	75%	25%	75%	50%
	Writing	7	43%	0%	43%	43%
	Speaking, Viewing, Listening and Media Literacy	8	75%	50%	50%	75%
	Language	5	60%	100%	60%	60%
Science		9	78%	44%	78%	0%
Math		13	85%	100%	85%	15%
Social Studies		12	58%	50%	67%	50%
Arts	Demonstrates knowledge of the foundations of the arts area	3	100%	100%	100%	0%
	Demonstrates knowledge of the use of the technical skills of the art form, integrating technology when applicable	2	100%	100%	100%	0%
	Demonstrates the understanding of the personal, social, cultural and historical contexts that influence the arts areas	2	100%	100%	100%	0%
	Creates or makes in a variety of contexts in the arts area using the artistic foundations	1	100%	100%	100%	100%
	Performs or presents in a variety of contexts in the arts area using the artistic foundations	2	100%	100%	100%	0%
	Responds to or critiques a variety of creations or performances using the artistic foundations	3	100%	67%	100%	0%



## Appendix B

For the second question, *what happens if we use multiple tools across programs in our district?* Phase two in the alignment process examined the relative difficulty and relationship of the tools. The purpose of this analysis was twofold; (a) to ensure assessment items were relatively more difficult than the standards and (b) to inform future standard-setting efforts. Figure 2 illustrates the overall pattern in relative difficulty for each assessment across all domains. Generally, the DRDP was the hardest assessment and measured the widest range of abilities. The Work Sampling System – Minnesota Checklist (WSS) was one of the easier assessments, though the GOLD was also relatively easy in most domains. The FAST tended to be more in the middle for difficulty with a shorter range of abilities measured than the other three assessments.

**Figure 2.** *Relative difficulty of tools to the standards.*

