

# WaKIDS Whole-child Assessment Alignments

The Whole-child Assessment uses the *GOLD® Objectives for Development and Learning (ODL)*. The ODL is a powerful tool deeply grounded in research and child development. An amazing aspect of the *GOLD® ODL* is its versatile alignment. Within Washington State, the *GOLD® ODL* aligns to:

- The Common Core State Standards
- The Early Learning and Development Guidelines
- Learning Pathways in Literacy
- Learning Pathways in Numeracy
- The Teacher/Principal Evaluation Program

When beginning the Whole-child Assessment, consider looking at your curriculum and explore how the *GOLD® Objectives for Development and Learning* align with your teaching. The Whole-child Assessment should not occur separately from your instruction. Educators are encouraged to observe while they are teaching.

## The *GOLD® Objectives for Development and Learning* & Common Core State Standards (CCSS)

The *GOLD® ODL* aligns nicely with the CCSS. As you explore this document keep in mind that not all *GOLD®* objectives have CCSS counterparts, for example, you won't find alignments in the social-emotional or physical areas of learning. You will see the first alignment on page 13. With this alignment, you can see how curricular lessons align to *GOLD®* and use this alignment to plan your observations while teaching. This is also a powerful alignment to use in planning with your teaching team and professional learning communities (PLCs).

## Early Learning and Development Guidelines (ELG)

[The Early Learning and Development Guidelines-English](#) | [Spanish](#) were created in 2012 and describe behaviors and skills that children may demonstrate from birth through grade 3, and how parents or early learning (birth-3rd grade) professionals can support their healthy development. Pages 85 - 95 focus on kindergarten. This tool may be helpful for conversations in the Early Learning Collaboration.

## Learning Pathways

- The [Learning Pathways in Literacy](#) was created by OSPI to support educators, caregivers, and families in understanding and supporting Washington children's development in literacy and beyond. This document supports and enhances the conversation of how best to support every child's future. This document also aligns with



the Common Core State Standards (CCSS) and Early Learning and Development Guidelines (ELG).

- [Learning Pathways in Numeracy: Addressing Early Numeracy Skills](#) was created by OSPI primarily as a tool to help teachers and parents to understand the role of progressions in developing numeracy skills in children. Having knowledge of how children progress in their early development of numeracy concepts helps teachers and parents to select and use activities that will intentionally build numeracy skills in children. This document also aligns with the Common Core State Standards (CCSS) and Early Learning and Development Guidelines (ELG).
- The [Social Emotional Learning Pathways](#) examines each of the six Social Emotional Learning (SEL) standards through a continuum of development from birth through 3<sup>rd</sup> grade. This document crosswalks Social Emotional Learning standards, The Washington State Early Learning and Development Guidelines, and the *GOLD*® *Objectives for Development and Learning*.

## The Teacher/Principal Evaluation Program (TPEP)

TPEP is a Washington State evaluation system for all teachers and principals. This system is intended to provide consistent, meaningful feedback to educators that will more effectively promote continuous professional growth. One central belief of TPEP is that teacher growth should be driven by student learning needs.

The three WaKIDS components (Family Connection, Early Learning Collaboration, and Whole-child Assessment) fit neatly within the broad themes of TPEP (culture, data, content, instruction, and community). For example:

- **TPEP Criterion 6: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning.** The Whole-child Assessment enables teachers to document student strengths by observing activities during the regular school day. *GOLD*® directs teachers to look for specific skills, knowledge, and behavior. Teachers may choose to use the *GOLD*® math and literacy objectives for development and learning to document children's growth.
- **TPEP Criterion 7: Communicating and Collaborating with Families and School Community.** Through the Family Connection and Early Learning Collaboration, teachers and principals build relationships with families and early learning providers that help students transition into kindergarten.