WaKIDS Frequently Asked Questions

WaKIDS General Questions

What is WaKIDS?

Each transition into a new educational environment, especially beginning kindergarten, is a big milestone for children and their families. When children arrive feeling welcomed and excited, they are more likely to find success in school. Smooth transitions into school matter greatly as the quality of a child's transition will sway how the child experiences this first year of formal schooling (Cook, 2019; Little et al., 2016; LoCasale-Crouch et al., 2008).

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a transition process that strives to connect the key adults in a child's life and provide a smooth transition between early learning or home, into the kindergarten classroom.

WaKIDS also provides important information about where Washington's kindergartners are in their development early in the school year. Inequities begin before kindergarten and persist far into the child's K-12 experience and beyond. For too many children, this opportunity gap is never resolved (Cook, 2019; Iruka et al., 2018; Winsler et al., 2008). WaKIDS data is helping make clear that many children who experience an opportunity gap at the start of formal schooling face further barriers created by the system that is meant to support them (Fontil et al 2019; Winsler et al, 2008). The data collected through WaKIDS helps to inform classroom decisions about individualized learning and district and state-level decisions about education policy and investments.

What are the components of WaKIDS?

WaKIDS has three components:

1. **Family Connection** welcomes families into the Washington K-12 system as partners in their child's education. This component occurs through a Family Connection Meeting which begins to build a relationship between the kindergarten teacher and each child's family. Legislation, Second Substitute House Bill 1723, passed in 2013, permits schools to use up to three full school days for the Family Connection Meetings without applying for a 180-day waiver from the State Board of Education.
2. **Early Learning Collaboration** schools work together with community-based early learning programs to promote common understanding of school readiness so that children can transition smoothly into kindergarten.
3. **Whole-child Assessment** helps Transition to Kindergarten and kindergarten teachers learn about the skills and strengths of the children in their classrooms so they can meet the needs of each child. The data collected during the WaKIDS Whole-child Assessment is used to guide instruction and to inform the school, district, state policy, and practices.

Who administers WaKIDS?

Kindergarten teachers, Transition to Kindergarten (TK) teachers, and special education teachers supporting kindergarten or TK students are required to complete WaKIDS 101 and administer WaKIDS. If a teacher has not completed WaKIDS 101, they are ineligible to administer the WaKIDS Whole-child Assessment.

Is WaKIDS required?

Yes, WaKIDS is legislatively mandated to be a part of state-funded, full-day kindergarten (RCW 28A.150.315 and RCW 28A.655.080). All components of WaKIDS are required for kindergarten and TK classrooms. Schools/programs offering ALE courses to students enrolled in full-day kindergarten must also administer WaKIDS. TK programs must implement the WaKIDS Whole-child Assessment twice during the school year, as directed by RCW 28A.300.072(3)(b).

TK teachers must administer the first assessment at the beginning of the program year and OSPI recommends administering the assessment again at the end of the program year to monitor growth over time. All data must be finalized by the appropriate checkpoint date set by OSPI, depending on the program start date. Any questions about the WaKIDS Whole-child Assessment or checkpoint dates can be addressed to wakids@k12.wa.us.

WaKIDS Training Questions

What training is available for WaKIDS?

OSPI currently offers five WaKIDS training options, all of which are asynchronous via Canvas. Training occurs throughout the summer and briefly in winter.

1. **WaKIDS 101** (12 Clock Hours): this one-time course is REQUIRED for kindergarten teachers, Transition to Kindergarten, or special education teachers who support kindergarten to implement WaKIDS.
2. **Interrater Reliability Course** (4 clock hours): This optional course prepares current WaKIDS 101 participants to take the Interrater Reliability (IRR), an online certification process. Receiving your IRR Certification means that your ratings of children's knowledge, skills, behaviors, and abilities agree with the ratings determined by *GOLD®*.
3. **WaKIDS Refresher** (5 Clock Hours): ideal for teachers who have previously taken WaKIDS 101 but would like to refresh their learning.
4. **WaKIDS Administrators**: designed for district and school administrators, including principals, assistant principals, early learning coordinators, district office administrators and School Board members.
5. **WaKIDS Support Staff:** (3 Clock Hours): this training is designed for kindergarten paraprofessionals, specialists, and any other staff who will support kindergarten teachers during the WaKIDS Whole-child Assessment checkpoint.

Please visit the WaKIDS Training page for training dates and registration information.

I previously completed WaKIDS 101. Am I required to retake the course?
No, WaKIDS 101 is a one-time course. If you would like a refresher, please register for the *WaKIDS Refresher* by visiting the [WaKIDS Training page](). Check with your ESDs and [WaKIDS Coordinators]() for upcoming WaKIDS related professional development.

I did not complete WaKIDS 101. What should I do?
Completion of WaKIDS 101 is required to implement WaKIDS, especially the Whole-child Assessment. Teachers who do not complete the WaKIDS 101 will have their *SmartTeach*™ usernames disabled, the administration notified, their students will not be assessed, and their district will be out of compliance with the state-mandatory assessment.

If a teacher does not complete WaKIDS 101, there will be no Whole-child Assessment data for that classroom. Schools should not outsource the observational data to anyone other than the teacher of record.

If/when teachers re-enroll for the WaKIDS 101 in the future, previous course completion will not carry over to their new course.

Will I be reimbursed for completing WaKIDS 101?
Yes, Transition to Kindergarten, kindergarten, and special education teachers supporting kindergarten and TK students who complete WaKIDS 101 will be reimbursed for their time (in addition to receiving clock hours). Partial reimbursement is not offered. OSPI reimburses districts at a set rate to compensate teachers for participation in WaKIDS 101. The rate of compensation districts pay teachers may vary in accordance with districts' own policies and bargaining agreements.

OSPI reimburses school districts through the Education Grants Management System (EGMS), and districts disseminate this funding. If a teacher has a question about reimbursement, they should connect with their school district.

The WaKIDS Refresher, WaKIDS Support Staff, and WaKIDS Administrators do not offer reimbursement.

Will I receive clock hours for completing WaKIDS 101?
Yes, teachers will receive 12 clock hours for completing WaKIDS 101. Partial clock hours are not offered. Teachers who complete the Interrater Reliability Certification (IRR) by the end of the Interrater Reliability Course window will receive an additional 4 clock hours.

The WaKIDS Refresher offers 5 clock hours, the WaKIDS Support Staff course offers 3 clock hours, and the WaKIDS Administrators does not offer clock hours.

WaKIDS and Full-day Kindergarten

How does WaKIDS relate to full-day kindergarten (FDK)?
WaKIDS is legislatively mandated to be part of Washington's state-funded, full-day kindergarten (RCW 28A.150.315 and RCW 28A.655.080) . If kindergarten classrooms accept funds for FDK, they must implement WaKIDS.

Statutory Requirements for State-funded full-day kindergarten
When creating the full-day kindergarten program in Washington, the Washington State Legislature adopted legislation that specified critical elements of a high-quality full-day kindergarten. These elements, which are in RCW 28A.150.315, include:
- Provide at least a one-thousand-hour instructional program.
- Provide a curriculum that offers a rich, varied set of experiences that assist students in:
    - Developing initial skills in the academic areas of reading, mathematics, and writing;
    - Developing a variety of communication skills;
    - Providing experiences in science, social studies, arts, health and physical education, and a world language other than English;
    - Acquiring large and small motor skills;
    - Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and
    - Learning through hands-on experiences.
    - Establish learning environments that are developmentally appropriate and promote creativity.
    - Demonstrate strong connections and communication with early learning community providers (aligns to Early Learning Collaboration).
    - Participate in kindergarten program readiness activities with early learning providers and parents (aligns to Family Connection).
    - Administer WaKIDS, the Washington Kindergarten Inventory of Developing Skills (aligns to Whole-child Assessment).

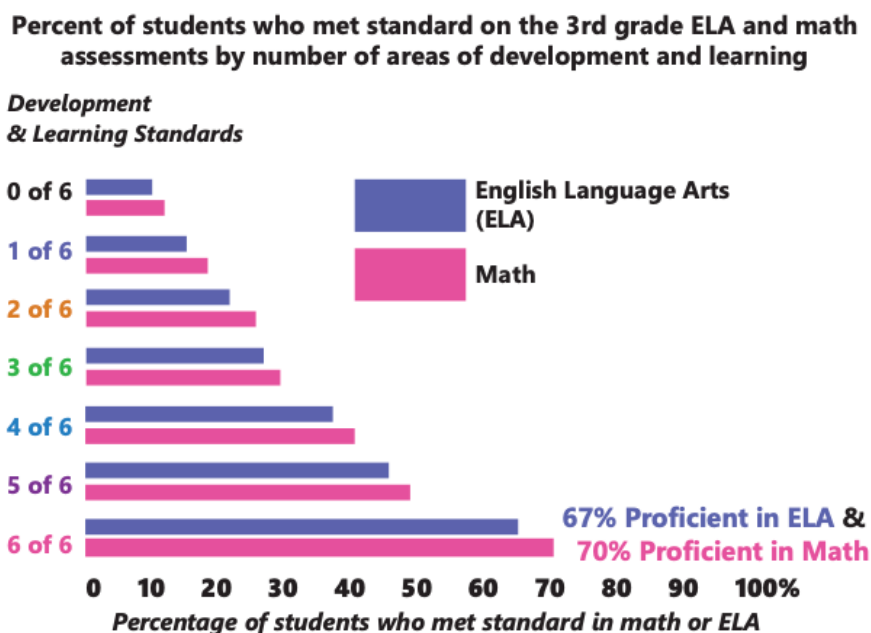**How is full-day kindergarten funding tied to the completion of WaKIDS?**
WaKIDS is a required component of the state-funded full-day kindergarten (FDK) statue. By enrolling students into FDK, districts are obligated to offer a program of FDK, which includes WaKIDS. Not completing WaKIDS could result in a loss of funding and will have to be reported. The ultimate decision about the impact on funding will be made by OSPI fiscal staff in consultation with district leadership.

If the WaKIDS assessment indicates that a student is ready for kindergarten, what does this mean for their future academic success?
A 2022 study found that after adjusting for other variables, the odds of meeting the 3rd-grade ELA standards was 62% higher for students who were kindergarten-ready on WaKIDS literacy, while the odds of meeting 3rd-grade math standards were 72% higher for students who were kindergarten-ready on WaKIDS math.

An earlier analysis (Stull, 2015) found that WaKIDS Literacy had a .72 correlation with a 1st grade literacy composite derived from WJ-III Letter-Word Identification and the TERA-3 Alphabet, Conventions, and Meaning subtests. Stull also found that WaKIDS Literacy was predictive of 1st grade math skills even after controlling for student background characteristics.

The figure below illustrates the relationship between the number of areas in which a student was kindergarten ready in the 2014-15 school year and their subsequent 3rd grade ELA and Math scores in 2017-18.

Percent of students who met standard on the 3rd grade ELA and math assessments by number of areas of development and learning

Development & Learning Standards

0 of 6
1 of 6
2 of 6
3 of 6
4 of 6
5 of 6
6 of 6

English Language Arts (ELA)

Math

67% Proficient in ELA & 70% Proficient in Math

0 10 20 30 40 50 60 70 80 90 100%

Percentage of students who met standard in math or ELA

What level of reading proficiency should we expect to see in the future, as measured by CMB, Dibels, and other assessments?
WaKIDS and GOLD are not designed to provide precise prediction of future scores on CMB, Dibels or other assessments. The evidence summarized above shows that the relationship is strong, but WaKIDS is a broad whole-child measure rather than a detailed literacy assessment. Also, prediction of future reading proficiency from performance at K entry is moderated by how much exposure a child has had to literacy instruction in their pre-K years. The relationship will generally be stronger for students who have had more instruction and weaker for those who have had less.

Came, D., & Keller, K. (2022). Kindergarten readiness and 3rd grade outcomes: A predictive analysis using 2015–16 WaKIDS and 2018–19 3rd grade SBA data. Washington Office of Superintendent of Public Instruction.

Stull, S. (2015). The predictive validity of the Washington Kindergarten Inventory of Developing Skills GOLD's literacy domain: Why assessment matters for Washington's earliest readers [Doctoral dissertation, University of Washington]

https://teachingstrategies.com/wp-content/uploads/2021/08/WaKIDS-Predictive-Validity-Results.pdf

Family Connection Questions

What is the Family Connection component of WaKIDS?
The Family Connection, which occurs through a Family Connection Meeting, is a one-on-on meeting with children's families/guardians to welcome them to the K-12 system, share information about their child, and ask questions. Additionally, Family Connection Meeting helps families and teachers begin to build relationships so that they can work together to help children be successful in school. Thus, the earlier these meetings occur, the more helpful they are for the teacher and student.

When does the Family Connection occur?
Family Connection takes place at the very beginning of the school year. Schools typically use the first three days at the beginning of the school year to conduct the Family Connection. Legislation, Second Substitute House Bill 1723, passed in 2013, permits schools to use up to three full school days for the Family Connection without applying for a 180-day waiver from the State Board of Education.

What happens during the Family Connection Meeting?
There is no prescribed Family Connection format to follow, and your Family Connection meetings may differ from family to family. The Family Connection Meeting should not feel like a formal interview, as you are using this time to establish a relationship and get to know the family and their child. The Family Connection Meeting is not to be used to conduct any assessments.

Teachers may find it helpful to use the *Introducing Me!* booklet (which is available in 18 languages). This booklet is not a script and is intended to provide an outline for conversation. Teachers can add their own questions and conversation starters, as desired. Additionally, teachers may consider sharing the Entering Kindergarten Family Brochure with families to help explain the WaKIDS process and share helpful links. This brochure is also available in 18 languages.

Who can attend the Family Connection Meeting?
Typically, Family Connection Meetings includes the teacher, the child's family (this may include extended family members or friends who care for the child), a guardian, and sometimes the child. There is no prescribed formula for who can attend, and it is encouraged to follow the families' lead on who they wish to participate; for example, if the family wants the child's preschool teacher to attend, they are welcome to join.

What optional resources are available in *SmartTeach*TM to plan instruction and to engage with families?
Within *SmartTeach*TM teachers have access to the Teach tab, which is an optional function. In the Engage tab, teachers can invite families to view and share documentation via the *SmartTeach*TM platform or app and share resources from the *SmartTeach*TM resource library. These include sharable resources from the Teaching Strategies Development and Learning Activities.

Can I assess children during the Family Connection?
No. The purpose of the Family Connection is purely to welcome families and build relationships.

Early Learning Collaboration Questions

What is the Early Learning Collaboration component of WaKIDS?
The Early Learning Collaboration component of WaKIDS aims to foster relationships with early learning providers during the transition of children from early learning settings to kindergarten. This practice can create a sense of continuity for children to promote a shared understanding of kindergarten readiness, and ultimately provide a smooth transition for children and families. This WaKIDS component works to ensure that schools and teachers are ready to welcome children and families into kindergarten.

Schools offering Transition to Kindergarten will have additional responsibilities to coordinate recruitment and enrollment practices with community early learning programs, as part of the required elements of Early Learning Collaboration. For more information visit the Transition to Kindergarten webpage.

When does Early Learning Collaboration occur?
There is no finite time frame for the Early Learning Collaboration component to occur. Many schools continually build connections with early learning providers throughout the school year. However, a particular emphasis on Early Learning Collaboration occurs during the spring and summer.

Who can I contact in my ESD for support around the WaKIDS?
Learn about the Early Learning District Liaisons for the Early Learning Collaboration component or find your ESD WaKIDS Coordinator.

Are there resources for the Early Learning Collaboration?
Yes, please visit the Early Learning Collaboration web page.

Whole-child Assessment Questions

What is the Whole-child Assessment component of WaKIDS?
The Whole-child Assessment is an authentic and observational assessment that examines six areas of development and learning. The Whole-child Assessment recognizes that all areas of child development are interconnected, and children develop in predictable stages at their own pace.

What is the purpose of the Whole-child Assessment?
The purpose of the Whole-child Assessment is to identify the skills, knowledge, and characteristics of kindergarten and TK children at the beginning of the school year to

support six areas of development: social-emotional, physical, language, literacy, cognitive, and mathematic growth and development of individual children, support early learning providers and parent involvement, and inform instruction.

How is the Whole-child Assessment conducted?
As an observational assessment, the Whole-child Assessment is embedded into instruction and learning. Teachers will engage with and observe children in six areas of development and learning. Teachers will collect and create documentation and assign a level to the child's knowledge, skills, and abilities.

What is the Whole-child Assessment deadline?
The Whole-child Assessment deadline for WaKIDS is November 15th at 9 pm PST. All ratings and documentation must be finalized in *SmartTeach*TM by this time. Teachers will conduct the Whole-child Assessment from the beginning of school until the assessment deadline; this timeframe is referred to a checkpoint. Only the fall checkpoint is the requirement for full-day kindergarten classes, but teachers have access to *SmartTeach*TM throughout the school year.

TK programs must implement the WaKIDS Whole-child Assessment twice during the school year, as directed by RCW28A.300.072. TK teachers must administer the first assessment at the beginning of the program year and OSPI recommends administering the assessment again at the end of the program year to monitor growth over time. All data must be finalized by the appropriate checkpoint date set by OSPI, depending on the program start date. Any questions about the WaKIDS Whole-child assessment or checkpoint dates can be addressed to wakids@k12.wa.us.

WaKIDS Whole-child Assessment data for TK students must be finalized by the appropriate checkpoint dates, based on their own program start date to allow 6-10 weeks of observation:

Fall: November 15
Winter: March 15
Spring: June 15

Review tips about successfully completing your checkpoint period.

How many times during the year must the Whole-child Assessment be completed?
For all full-day kindergarten classes, OSPI requires the Whole-child Assessment to be completed once, for the fall checkpoint closing November 15th at 9 pm PST. However, teachers, schools or districts may elect to complete the assessment in winter and/or spring. For this reason, the state has contracted with Teaching Strategies, LLC to provide access to the online system, *SmartTeach*TM throughout the school year.

Please consult with your district to learn if your school has multiple checkpoints.

It is a requirement that TK programs administer all three components of WaKIDS at the start of the program *and* the WaKIDS Whole-child Assessment *one more time during the school year* (RCW 28A.300.072). TK students must be assessed at the start of the program, and one more time during the program year for which OSPI recommends at the end of the program year.

What if teachers already gather similar data using other district assessments?
Please note that ESHB 2586 requires that the WaKIDS Whole-child Assessment replace 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. However, teachers may utilize other assessment tools to inform the ratings they give for their students on the *GOLD®* objectives.

What language should teachers assess children in for the Whole-child Assessment?
With the exception of Language Objectives 9b, 10a and Literacy Objectives 15-19, which must be assessed from an English-language perspective, it is ideal to assess in the child's preferred language - the language they choose at particular times to show what they know and can do. By allowing for the use of preferred language, we can gain better understanding of our students' strengths and needs. If teachers don't have the capacity to assess students in their preferred language, either because they don't speak that language or don't have support from someone who is proficient in that language, they will need to select the highest level that they can assure the child is able to demonstrate. Please refer to the guidance on English Language Learners.

Can I conduct the Whole-child Assessment on children with IEPs?
Yes. The Individual with Disabilities Education Act 2004 asserts that "a state must ensure that all children with disabilities are included in all general state and district-wide assessment programs...with appropriate accommodations and alternate assessments, if necessary…" The Whole-child Assessment uses the *GOLD® Objectives for Development and Learning (ODL)*, a developmental progression spanning birth through third grade, granting the tool the ability to accommodate individual children at varying developmental milestones. To learn more, please refer to the Guidance for Kindergarten Teachers Supporting Students with Disabilities.

What tool is used to collect the Whole-child Assessment data?
Teachers use a developmental progression called the *GOLD® ODL*. The *ODL* spans birth through third grade and enables teachers to see children's development and learning along a progression across the whole of the early childhood years. *SmartTeach*™ is the online platform used for the Whole-child Assessment data collection and entry.

Do the *GOLD® ODL* align to other state standards?
Yes, the *GOLD® ODL* align to the Common Core State Standards. Additionally, the *GOLD® ODL* align to Washington State initiatives, including the Early Learning and Development Guidelines, the Learning Pathways in Literacy, the Learning Pathways in Numeracy: Addressing Early Numeracy Skills, and the Teacher Principal Evaluation Program. There is a plan for

aligning the *GOLD® ODL* to the Washington State Learning Standards when it becomes available. Please visit [this website](#) for more information on the Washington State Learning Standards Review.

How is WaKIDS Whole-child Assessment data used?
The WaKIDS Whole-child Assessment data can be used for the following purposes:
1. Provide targeted supports to students who entered kindergarten with skills and behaviors below expectation;
2. Share with specialists and other district staff to guide their instructional planning;
3. Prompt further investigation about children's strengths and needs, including as part of the
4. information considered for highly capable, or special education services;
5. Share with families, including at conferences and with report cards;
6. Look for trends in student needs to prioritize paras and resources for targeted support to schools and classrooms;
7. Track student growth across the kindergarten year;
8. Determine professional development needs, including with community preschool teachers;
9. Prepare reports for conversations with local early learning providers; and
10. Share with school board and community stakeholders.

What optional resources are available in *SmartTeach*TM to plan instruction?
Within *SmartTeach*TM, teachers have access to the Engage tab where two-way communication between the teacher and family may occur. In the Teach area teachers have access to *Intentional Teaching Experiences and Mighty Minutes®*. Teachers also have access to various [digital forms](#) to support their instruction and assessment that can easily be converted into a piece of documentation. In addition, the [Teaching Strategies Teacher App](#) is a handy resource to assess on-the-go.

[Intentional Teaching Experiences-The Creative Curriculum for Kindergarten](#) and [Intentional Teaching Experiences- The Creative Curriculum for Preschool](#) for TK students are designed specifically to support learning in the key areas of math and literacy and encourage children's physical and social–emotional development and align to the *GOLD® ODL*.

Mighty Minutes® are collections of playful songs, chants, rhymes, games, and activities to help teachers fill those "in-between" moments with warm interactions and meaningful learning.

Does OSPI offer resources, such as pacing guides, for the Whole-child Assessment?
Yes, please visit the [WaKIDS Whole-child Assessment web page](#) to see examples of pacing guides and assessment planning resources.

Do you have specific *SmartTeach*TM questions?
[*SmartTeach*TM Self-help Portal](#) has over 900, easily searchable knowledge-based articles to assist you. If you are experiencing a non time sensitive *SmartTeach*TM question, email

and allow 48 hours for a response or submit a case using <u>this form</u>. For immediate assistance, call 844-853-4653.

How many pieces of documentation are needed?
OSPI requires teachers to collect at least one piece of documentation per objective/dimension per child to support their determination to level children's skills, knowledge, and abilities. However, teachers can leverage one piece of documentation for multiple objectives, dimensions, and children. Take the following anecdotal note as an example:

Damari walks into the classroom and writes his name on the sign in sheet. He goes to his cubby, hangs up his backpack and coat, and washes his hands. He walks over to the library and picks up the book The Cat in Hat. Damari says, "Yes, I love rhyming words. Cat, hat, mat, bat, sat!"

In this one piece of documentation Damari demonstrates the following objectives and dimensions:
- Social Emotional Objective 1b: follows limits and expectations
- Physical Objective 4: demonstrates traveling skills
- Physical Objective 7a: uses writing and drawing tools
- Language Objective 9b: Speaks clearly
- Literacy Objective 15a: notices and discriminates rhyme
- Literacy Objective 19a: writes name

You can associate the above documentation with six objectives and dimensions across four areas of learning and development.

The Documentation Status Report is an excellent resource (located in the Report Tab of *SmartTeach*^{TM} to track how many pieces of documentation have been uploaded into *SmartTeach*^{TM} (this only works for uploaded documentation).

Is uploading documentation into *SmartTeach*^{TM} required?
The Whole-child Assessment uses *SmartTeach*^{TM} an online platform, to house documentation and levels of children's knowledge, skills, and abilities. However, it is not required for teachers to upload their documentation into *SmartTeach*^{TM}. Teachers have the option to store hard copies of documentation. However, by uploading documentation, teachers can unlock time-saving features for checkpoint finalization and lesson planning.

How long must teachers retain the documentation?
Teachers must retain documentation and assessment-related records (either hard copy or in *SmartTeach*^{TM} until the end of the school year each year.

What qualifies as documentation?
Teachers are encouraged to use various documentation for the Whole-child Assessment. Options include checklists, anecdotal notes, pictures, work samples, video and audio notes

(captured through the Teaching Strategies Teacher App). *SmartTeach*™ offers premade digital forms and on-the-spot checklists. These are found in the Assess Tab --> Digital forms.

What is the difference between Not Observed vs Not Yet?

Using **Not Yet** means that a child is not yet demonstrating a skill or is not a reasonable expectation for a child of this age. Note that **Not Yet** comes before the 0-1-year-old color band. Selecting **Not Yet** is leveling a child's knowledge, skills, and abilities here. **Not Yet** purely refers to a child's knowledge, skills, and abilities (not a teacher's ability to observe them). A child whose knowledge, skills, and abilities are labeled as **Not Yet** means that they are not yet demonstrating a skill. If a teacher is unsure whether to use **Not Yet**, look at each level on the developmental progression to see if a child's knowledge, skills, or abilities can be found below their grade color band. Please **do not** use this option for a child you have not observed.

Not Observed means that the teacher is unable to observe an objective or dimension. This may be due to several reasons: a child beginning excessively absent, late enrollment, inability to connect with a child in a virtual environment, etc. **Not Observed** does not level a child's knowledge, skills, or abilities. **Not Observed** refers to the teacher's ability to observe a child.

Can paraprofessionals/specialists help observe and enter data?

To assure that the data is reliable and of high quality, only people who have completed the WaKIDS 101 training may observe, enter documentation, and assign levels to children's knowledge, skills, and abilities. However, teachers may partner with paraprofessionals/specialists to assist in the observation and documentation collection process. Specialists such as PE, art or music teachers, paraprofessionals, counselors and/or librarians could provide videos or pictures of children demonstrating skills to the homeroom teacher so that they can determine a rating based on evidence provided.

Can I use the Teaching Strategies Teacher App to collect and level documentation?

Yes, the purpose of the Teaching Strategies Teacher App is to seamlessly capture and collect documentation in the classroom and send it to *SmartTeach*™. The app uses the same username and password as your login to *SmartTeach*™.

With the Teaching Strategies Teacher App, teachers can:
- Capture documentation in real-time using audio, video, photo, and text notes (and voice to text notes).
- Easily tag documentation with children's names, objectives, and dimensions.
- Assign preliminary levels directly from the app and upload the data straight to *SmartTeach*™.
- Count on the highest level of security—all documentation is accessible only from within the app and *SmartTeach*™.
- Move quickly—one tap transfers documentation straight into *SmartTeach*™.
- Assess with confidence—more high-quality documentation better prepares teachers to
- assess a child's growth and development.

I teach TK and see that my *SmartTeach*™ classroom is set up with the purple colored band. How do I change the colored band?
All classrooms in *SmartTeach*™ default to the kindergarten purple colored band. For the widely-held expectations for 4-year-olds to properly reflect your TK classroom, the colored band needs to be changed to blue. Your DAC is responsible for making this switch as part of their student import process. Please connect with your DAC so they can change the colored band for your class.

Interrater Reliability

What is the Interrater Reliability (IRR)?
The Interrater Reliability Certification in Quorum is an online certification process that gives teachers the opportunity to evaluate sample child portfolios and compare their ratings with those of master raters at Teaching Strategies LLC. Receiving your IRR Certification means that your ratings of children's knowledge, skills, behaviors, and abilities agree with the ratings determined by *GOLD®*. Think of the IRR as a norming assessment to ensure that what you consider a level 6 is what another teacher considers to be a level 6.

Is the IRR required?
OSPI does not require the IRR, but strongly encourages teachers to complete it. Teachers who complete the IRR during their WaKIDS 101 training window will receive an additional four clock hours and stipend. However, some school districts do require an IRR certification. Please check with your administrator.

How long is the Interrater Reliability Certificate valid?
The IRR certificate is valid for three years from the date of passing the IRR. As OSPI does not require recertification, teachers who recertify will not receive a new stipend or clock hours. Regardless, teachers will receive a notification email from Teaching Strategies 30 days prior to when an Interrater Reliability Certification expires, as well as a notification email from Teaching Strategies once an Interrater Reliability Certification expires. For information on IRR, please review this article from the *SmartTeach*™ Support Portal.

When should I complete my IRR Certification?
The IRR Certification is only available to teachers currently taking the WaKIDS 101 Course. Participants will register through their WaKIDS 101 course. Please see your WaKIDS 101 course for specific IRR course deadlines.

District Assessment Coordinator (DAC) Questions

I do not see children in my class roster in *SmartTeach*^{TM}.
If you do not see children in your *SmartTeach*^{TM} class, children have not been imported to your account. This will impact both your *SmartTeach*^{TM} and Teaching Strategies Teacher App please contact your building administrator and/or DAC to import your roster into the system. OSPI cannot upload teacher's rosters. Teachers, do not add children yourself.

Who adds children to *SmartTeach*^{TM}?
This is the responsibility of your DAC. Teachers SHOULD NOT create their own classroom or add children to their classrooms in *SmartTeach*^{TM}. If you have questions, please contact your DAC.

I have children from (TK, ECEAP and/or Head Start in my classroom. Can I access their previous data?
Yes, children entering kindergarten from a TK, Head Start or ECEAP classroom will have their assessment data saved to their profile and should be available for kindergarten teachers to access. Learn how to view this information by reading [this article](). For additional support, please email [WaKIDS]().

How do I find my DAC contact information?
Please visit [this webpage]() and scroll down to find the District Test Coordinator Contact Information (PDF) at the bottom. This PDF is managed by the Student Information Division at OSPI and is regularly updated.