

WaKIDS Frequently Asked Questions

WaKIDS General Questions

What is WaKIDS?

Each transition into a new educational environment, especially beginning Transition to Kindergarten (TK) or kindergarten, is a big milestone for children and their families. When children arrive feeling welcome and excited, they are more likely to succeed in school. The quality of that transition shapes how a child experiences their first year of formal schooling.

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a legislatively mandated transition process, required as part of Washington State's full-day kindergarten program, that strives to connect all the key adults in a child's life and provide a smooth passage from preschool, or home and family care, into the TK or kindergarten classroom. WaKIDS takes place during the first two months of the program year and supports family engagement, builds partnerships with early learning providers, and helps teachers identify each child's skills and strengths so they can meet every student's needs from day one.

What are the components of WaKIDS?

WaKIDS has three equally important components:

1. **Family Connection** welcomes families into the Washington public education system as partners in their child's education. This component occurs through a Family Connection Meeting, which builds a relationship between the TK/kindergarten teacher and each child's family. Schools may 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** is an opportunity for schools to connect with community-based early learning programs to promote a shared understanding of school readiness, supporting children with a smooth and seamless transition into TK or kindergarten.
3. **Whole-child Assessment** helps TK and kindergarten teachers learn about the skills and strengths of the children entering their classrooms so they can meet each child's individual needs. The data collected during the WaKIDS Whole-child Assessment guides instruction and informs school, district, and state policy and practices.

Who administers WaKIDS?

TK teachers, kindergarten teachers, and Special Education teachers supporting TK and kindergarten students administer WaKIDS. These teachers are required to complete WaKIDS 101 training prior to administering the WaKIDS Whole-child Assessment.



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Is WaKIDS required?

Yes, WaKIDS is legislatively mandated as part of state-funded, all-day kindergarten ([RCW 28A.150.315](#) and [RCW 28A.655.080](#)) and Transition to Kindergarten (RCW 28A.300.072). All components of WaKIDS are required for TK and kindergarten classrooms. Schools/programs offering ALE courses or coursework to students enrolled in kindergarten must also administer WaKIDS.

WaKIDS Training Questions

What training is available for WaKIDS?

OSPI currently offers six WaKIDS training courses, all of which are on-line and asynchronous via Canvas. Full training descriptions are available on the [OSPI WaKIDS Training website](#).

1. **WaKIDS 101** (16 clock hours): This one-time training is **REQUIRED** for all TK, K, and Special Education teachers prior to administering the WaKIDS Whole-child Observational Assessment and includes Interrater Reliability (IRR) Certification.
2. **WaKIDS Refresher** (5 clock hours): Ideal for teachers who have previously taken WaKIDS 101 but would like to refresh their learning. This training dives deeper into observational assessment and explores updates to the *SmartTeach*® platform.
3. **WaKIDS Administrator** (3 clock hours): The WaKIDS Administrators course is designed for principals, assistant principals, district leaders, and school board members who support TK and kindergarten.
4. **WaKIDS Support Staff** (3 clock hours): This training is designed for TK and kindergarten specialists, and any other staff who support TK and kindergarten teachers during the WaKIDS Whole-child Assessment checkpoint.
5. **WaKIDS for Paraprofessionals** (5 clock hours): This course is designed for paraprofessionals who support TK or kindergarten classrooms full-time and work directly with a certificated teacher in TK, kindergarten, or early childhood special education settings. Participants will receive a *SmartTeach*® username.
6. **District Assessment Coordinator** (no clock hours): This training is designed for District Assessment Coordinators (DACs) who support WaKIDS implementation at the district level. These 1-2 hours of self-paced online training can be completed at any time during the training window.

Please visit the [WaKIDS Training and Webinars page](#) for training dates and registration information.

I previously completed WaKIDS 101. Am I required to retake the training?

No, WaKIDS 101 is a one-time training. If you complete the training, you do not need to take it again. If you completed WaKIDS 101 in a different Washington State school district, you are still considered trained. If you want to complete a refresher course, please register for the *WaKIDS Refresher* by visiting the [WaKIDS Training and Webinars page](#).



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I did not complete the WaKIDS 101 course. What should I do?

Completion of WaKIDS 101 is required to implement the WaKIDS Whole-child Assessment. Teachers who do not complete WaKIDS 101 will have their *SmartTeach*® account disabled, and their district will be out of compliance with the state-mandated assessment.

If teachers re-enroll in WaKIDS 101, prior course completion will not carry over to their new course.

Will I receive clock hours for completing WaKIDS 101?

Yes, all teachers new to WaKIDS will receive 16 equity clock hours for completing the course. Partial clock hours are not offered.

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-one meeting with the child's family/guardian(s) to welcome them to the public education system, share information about their child, and ask questions. Additionally, the Family Connection Meeting helps families and teachers begin building relationships so they can work together to help children succeed in school. Thus, the earlier these meetings occur in the school year, the more helpful they are.

When does the Family Connection occur?

Family Connection takes place at the beginning of the school year. Schools typically use the first three days of the school year to conduct the Family Connection Meeting. Schools may 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 format to follow, and your Family Connection Meetings may vary 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 intended to conduct any assessments.

Teachers may find it helpful to use the [Introducing Me! booklet](#) (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?

Family Connection Meetings typically include the teacher, the child's family or guardian(s), and sometimes the child. There is no prescribed formula for attendance; follow the family's lead on who they wish to include. For example, a family may want a grandparent or the child's preschool teacher to join, and that is welcome.

Are there resources available in *SmartTeach*® to plan instruction and to engage with families?

Within *SmartTeach*® teachers have access to the Teach tab, which is an optional function. In the Family tab, teachers can invite families to view and share documentation via the *SmartTeach*® platform or app and share resources from the *SmartTeach*® resource library. These include the *At-Home Guided Learning Plans*, Digital Children's Library, and development and learning activities. These are all optional and are not required for WaKIDS.

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 to support children's transition into TK and kindergarten. This practice can create a sense of continuity, 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 TK and kindergarten.

Schools offering TK 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 fixed timeframe for the Early Learning Collaboration component. Many schools continually build connections with early learning providers throughout the school year. However, a particular emphasis on the Early Learning Collaboration occurs during the spring and summer.

Are there resources for the Early Learning Collaboration?

Yes, please visit the [Early Learning Collaboration](#) web page and the [Early Learning District Liaisons](#) list to learn who to contact for more support.



WaKIDS Whole-child Assessment Questions

What is the Whole-child Assessment component of WaKIDS?

The WaKIDS Whole-child Assessment is an authentic and observational assessment that examines six areas of development and learning: social-emotional, physical, cognitive, language, literacy, and mathematics. 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 WaKIDS Whole-child Assessment?

The WaKIDS Whole-child Assessment is conducted at the beginning of the school year to identify the skills, knowledge, and characteristics of each TK and kindergarten student across six areas of development: social-emotional, physical, language, literacy, cognitive, and mathematical. This information serves multiple purposes; it helps teachers plan individualized instruction and generates data that informs decisions at the classroom, district, and state levels. Because inequities among children can begin well before kindergarten, this data plays an important role in identifying opportunity gaps early and ensuring the education system responds to each child's strengths and needs.

How is the WaKIDS Whole-child Assessment conducted?

The WaKIDS Whole-child Assessment is an observational assessment embedded into everyday instruction and learning. Children are never pulled out of the classroom for this assessment; it occurs during children’s learning. The teacher of record observes and engages with children across six areas of development and learning, collecting documentation and assigning levels to each child's knowledge, skills, and abilities.

What are the WaKIDS Whole-child Assessment Checkpoint Deadlines?

There are three Whole-child Assessment checkpoints. Fall is required for kindergarten, and TK must complete two checkpoints.

Period	Checkpoint Deadline
Fall (required for all K programs)	November 15 at 9:00 pm
Winter	March 15 at 9:00 pm
Spring	June 15 at 9:00 pm

All ratings and documentation must be finalized in *SmartTeach*® by the checkpoint deadline. Teachers will conduct the Whole-child Assessment through the checkpoint window.

Review [tips about successfully completing your checkpoint period](#).



How many times during the year must the Whole-child Assessment be completed?

The number of required Whole-child Assessment checkpoints varies depending on the grade level.

Kindergarten

OSPI requires the Whole-child Assessment to be completed once, for the fall checkpoint ending November 15 at 9 pm PST. However, teachers, schools, or districts may elect to complete the assessment more than once in winter and spring. For this reason, the state has contracted with *Teaching Strategies*® to provide access to the online system throughout the school year. Some districts do administer multiple checkpoints throughout the year. Please consult your district to determine whether your school or district requires multiple checkpoints.

Transition to Kindergarten

TK classrooms are legislatively mandated to administer the Whole-child Assessment twice per school year ([RCW 28A.300.072](#)). Once at the beginning of the program, and a second time throughout the school year. OSPI suggests that the second checkpoint be at the end of school year to show growth throughout the program. The [TK Checkpoint Guidance](#) explains the logistics of the two checkpoints.

Are checkpoint deadlines the same for TK as for kindergarten?

Checkpoint dates are the same. However, the first checkpoint date may differ depending on the TK program's start date. Each TK program should refer to the [TK Checkpoint Guidance](#) to identify which checkpoint pathway applies to their program start date.

Can I complete multiple checkpoints?

Yes. While the fall checkpoint is the only state-required checkpoint for kindergarten (and two checkpoints are required for TK), all teachers have access to *SmartTeach*® for the entire school year and may complete up to three checkpoints: fall, winter, and spring.

A single checkpoint offers a snapshot, and multiple checkpoints offer a story. Multiple checkpoints allow teachers and administrators to:

- **See growth over time.** Comparing data across fall, winter, and spring reveals how children have progressed across all six developmental domains — far more meaningful than a single point-in-time snapshot. This is why OSPI recommends the spring checkpoint as the final checkpoint for TK programs.
- **Focus on a specific area.** Teachers do not need to complete all six domains at every checkpoint. For example, if social-emotional development is a school-wide focus, teachers can collect data in that area only.
- **Identify children who need support earlier.** A winter checkpoint creates a mid-year opportunity to flag children whose development may warrant closer attention or additional services before the year ends.



- **Inform instruction continuously.** *GOLD*® is most powerful as a formative tool. Each checkpoint is an opportunity for teachers to identify patterns across their class and adjust their approach.
- **Strengthen data conversations.** Multiple checkpoints give administrators richer, more actionable data for coaching, professional development planning, and family communication.
- **Build observation skills over time.** Each checkpoint cycle helps teachers refine how they observe, document, and level children's work; habits that become more efficient and accurate with practice.

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 students on the *GOLD*® objectives.

What language should teachers assess children in for the Whole-child Assessment?

Except for 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 a 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 lack support from someone proficient in it, they will need to select the highest level they can be confident the child can 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*, 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?

SmartTeach® is the online platform used for the Whole-child Assessment. Within *SmartTeach*®, teachers will use a developmental progression called the *GOLD*® *Objectives for Development and Learning* (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.



I do not see children in my class roster in *SmartTeach*®.

If you do not see children in your *SmartTeach*® class, it means they have not been added to your account. This typically happens in the first weeks of school. This will impact both your *SmartTeach*® and *SmartTeach*® app. Reach out to your building administrator and/or DAC to import your roster into the system. You can find your DAC on the [OSPI Test Administration](#) page under the contact information section.

Who adds children to *SmartTeach*®?

This is the responsibility of your District Assessment Coordinator (DAC). Teachers SHOULD NOT create their own classroom or add children to their classrooms in *SmartTeach*®. If you have questions, please contact your DAC.

I have children from ECEAP and/or Head Start in my classroom, can I access their previous data?

Children entering TK or kindergarten from ECEAP will have prior *GOLD*® checkpoint data available. Head Start records are not transferred under the OSPI *GOLD* license. For help accessing data, see the [SmartTeach® Support Portal article](#) or email [WaKIDS](#).

Can TK students' prior data be accessed by kindergarten teachers the following year?

Yes. For students who attend TK, their assessment data is available for their kindergarten teacher in *SmartTeach*®. To view it, generate the Individual Child Report and select the checkpoint period from the year the student attended TK. Keep in mind that TK reports display the blue color band (4-year-old expectations), while kindergarten reports display the purple band (5-year-old expectations).

Where do I go for specific *SmartTeach*® questions?

Explore the [SmartTeach® Support Portal](#) to find a variety of support articles and videos. If you are experiencing technical issues with *SmartTeach*®, email: wakids@teachingstrategies.com or call (844)-853-GOLD (4653).

Do the *GOLD*® Objectives for Development and Learning align with other state standards?

Yes, the *GOLD*® objectives align with:

- [Washington State Learning Standards.](#)
- [Early Learning and Development Guidelines](#)
- [Learning Pathways in Literacy](#)
- [Learning Pathways in Numeracy: Addressing Early Numeracy Skills](#)
- [Social-Emotional Learning Pathways](#)

How is WaKIDS Whole-child Assessment data used?

WaKIDS provides a rich, multidimensional picture of where Washington's TK and kindergarten students are in their development at the start of the school year, drawing on information gathered across all three WaKIDS components. The WaKIDS Whole-child Assessment data can be used to:



- Understand the early learning experiences children bring with them, and strengthen relationships and alignment between preschool providers and kindergarten teachers
- Honor family knowledge by incorporating what caregivers share about their child's strengths, interests, home language, and developmental history into instructional planning
- Prompt further investigation of children's strengths and needs, including consideration for highly capable or special education services
- Provide targeted support to students who entered kindergarten with skills and behaviors below expectations
- Track student growth across the Transition to Kindergarten and kindergarten year
- Share with specialists and other district staff to guide instructional planning
- Share with families, including at conferences and with report cards
- Determine professional development needs at the school, district, and state level
- Look for trends in student needs to prioritize paras and resources for targeted support
- Share with the school board and community stakeholders to inform policy and investment decisions

OSPI encourages districts and schools to review their WaKIDS data holistically, across all three components, to consider what more can be done to close opportunity gaps before they become achievement gaps.

What optional resources are available in *SmartTeach*® to plan instruction?

Within *SmartTeach*®, teachers have access to the Family tab, where two-way communication between the teacher and family may occur. In the Teach tab, teachers have access to *Intentional Teaching Experiences* and *Mighty Minutes*®.

[Intentional Teaching Experiences](#) 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 with the *GOLD*® objectives.

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.



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Documentation and the Whole-child Assessment

What is documentation?

Documentation is the evidence teachers collect to support their Whole-child Assessment ratings for each child. It represents what a teacher has observed and what a child knows, can do, and is coming to understand across the six areas of development and learning.

What counts as documentation?

Teachers are encouraged to use a variety of documentation types, including:

- Anecdotal notes
- Photos and videos
- Work samples
- Audio recordings (you can use voice to text in the *SmartTeach*® app)
- Checklists

These can be captured in real time using the *SmartTeach*® app or the *SmartTeach*® web platform.

How many pieces of documentation are required?

At a minimum, teachers must collect one piece of documentation per child, per objective, and dimension. However, a single piece of documentation can count across multiple objectives, dimensions, and children. For example, a brief anecdotal note observing a child during morning arrival might provide evidence across social-emotional, physical, language, and literacy objectives simultaneously, making documentation more efficient than it may initially seem.

Is uploading documentation into *SmartTeach*® required?

Uploading documentation to *SmartTeach*® is strongly encouraged but not required — teachers may keep hard copies instead. However, uploaded documentation unlocks time-saving features in the platform, such as the ability to assign preliminary ratings, and makes the checkpoint finalization process faster and more accurate.

How do I keep track of my documentation?

The Teacher Documentation Status Report (also available for Administrator Documentation Status Report) allows you to view how many times an objective or dimension has been associated with a piece of documentation for each child in a class. You can find this in the Report area of *SmartTeach*®. Please note, this only works if you upload documentation into *SmartTeach*®.

How long should teachers retain the documentation?

Teachers should retain documentation and assessment-related records (either hard copy or in *SmartTeach*®) for one school year (end of the school year).



What is the difference between Not Observed vs Not Yet?

These two options are often confused, but they measure different things:

Not Yet reflects a child's knowledge, skills, and abilities. It indicates that a child is not yet demonstrating a skill and is not a reasonable expectation for a child of their age. "Not Yet" sits before the 0–1-year-old color band in the developmental progression and serves as an actual level that factors into outcome reporting. If you are unsure whether to use "Not Yet," review the developmental progression to determine whether the child's skills fall below their grade-color band. Do not select "Not Yet" for a child you have not had the opportunity to observe.

Not Observed reflects the teacher's ability to observe. It indicates that you were unable to assess a particular objective or dimension during the checkpoint period due to circumstances such as excessive absences, late enrollment, or limited instructional time. "Not Observed" is not a developmental level and does not factor into a child's outcomes. It should be used sparingly and only when observation was genuinely not possible. Selecting "Not Observed" for too many objectives will prevent a child's record from appearing in key reports, including the Snapshot, Comparative, and Growth reports.

In short: use Not Yet when a child has been observed but is not yet demonstrating a skill; use Not Observed only when circumstances made observation impossible.

Can paraprofessionals/specialists help observe and enter data?

Only staff who have completed WaKIDS 101 may observe, enter documentation, and assign levels. However, support staff can contribute in the following ways:

- **Paraprofessionals and instructional aides** may complete the WaKIDS for Paraprofessionals training, which allows them to collect observation data and assist with documentation.
- **Specialists** (such as PE, art, music, counselors, and librarians) may partner with the classroom teacher to collect and share documentation. This may look like providing photos, videos, or checklists of children demonstrating skills, which the teacher can then use to inform their ratings.

Regardless of who assists with observation or documentation, only the teacher of record may assign and finalize a child's levels.

Can I use the *SmartTeach*® app to collect and level documentation?

Yes, the purpose of the *SmartTeach*® app is to seamlessly capture and collect classroom documentation and send it to *SmartTeach*®. The app uses the same username and password as your login to *SmartTeach*®.

With the app, teachers can:

- Capture documentation in real-time using audio, video, photo, and text notes (and voice to text notes).



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- Easily tag documentation with children's names, objectives, and dimensions.
- Assign preliminary levels directly from the app and upload the data straight to *SmartTeach*®.
- Communicate with families.

To learn more, please visit the [SmartTeach® Support Portal article on Adding Documentation](#) in the app.

Interrater Reliability (IRR)

What is the Interrater Reliability (IRR)?

Interrater Reliability (IRR) is an online certification in *SmartTeach*® in which teachers evaluate sample child portfolios and compare their ratings to those of master raters at Teaching Strategies. Passing IRR confirms that your ratings of children's knowledge, skills, and abilities align with *GOLD*® expectations. Think of IRR as a norming process to ensure shared understanding of developmental levels.

IRR certification is required and completed as part of the WaKIDS 101 training. Check with your program administrator regarding any additional district requirements for recertification.

How long is the Interrater Reliability Certificate valid?

The IRR certificate is valid for three years from the date it is passed. OSPI does not require recertification so teachers who recertify will not receive additional clock hours. Teachers receive email notification from Teaching Strategies before and after the certificate expires.

When should I complete my IRR Certification?

IRR Certification will occur during your initial WaKIDS 101 training window. The IRR is a component of successfully completing WaKIDS 101.

District Assessment Coordinator (DAC) Questions

How do I get access to SmartTeach® as a new DAC?

New DACs must complete three steps to gain access:

1. Contact your District Data Security Manager (DDSM) to be listed as the DAC for your district in the Washington Assessment Management System (WAMS)
2. Ensure your WaKIDS Coordinator's information is current in the system
3. Email wakids@k12.wa.us from your district email address to notify the OSPI WaKIDS team that setup is complete.

Please complete these steps as early as possible so you are ready before the school year begins.



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Can I create *SmartTeach*® accounts for teachers?

No. Only OSPI can create accounts for teachers. Teachers receive their *SmartTeach*® access through the WaKIDS 101 training process. If a teacher does not have an account, it means they have not completed the required WaKIDS 101 training. Notify them and their building administrator so they can complete training on time. However, DACs are authorized to create accounts only for administrators (principals, assistant principals, coaches, specialists, etc.).

Do I need to create new classes each year for returning teachers?

No. Once a class is set up in *SmartTeach*®, it is reused each year for each new cohort of students. Do not create duplicate classes. If existing classes have years in their names (e.g., "Ms. Jones 22-23"), edit the class name to remove the year so it reads "Ms. Jones" for ongoing use. You only need to create new classes for teachers who are new to WaKIDS and do not yet have one.

What do I need to import students into *SmartTeach*®?

Before importing, you will need three things:

1. Student Import Template (a .CSV file available in the File Downloads area in WAMS and in the WaKIDS DAC Resource Center in *SmartTeach*®)
2. 10-digit State Student Identifier (SSID) for each student. Please confirm with your district CEDARS Administrator, and never assign a new SSID to a student who already has one from ECEAP, Head Start, TK, or prior kindergarten
3. *GOLD*® class ID for each class, which is found in *SmartTeach*® (this is not a school room number). Classes must have a teacher assigned before you can import students.

What is the deadline for completing student imports and transfers?

All student imports and transfer requests must be completed two weeks before each checkpoint deadline. After that cutoff, the WAMS transfer application is turned off, and no further transfers are accepted for that checkpoint period. Students who enroll after the cutoff should not be imported for that checkpoint but may be assessed in a subsequent checkpoint.

Which students need to be transferred rather than directly imported?

Students who need to be transferred into your district's *SmartTeach*® roster are:

- students who previously attended ECEAP
- students who attended TK
- students repeating kindergarten
- students who transferred from another district.

If you attempt to import one of these students and receive the error "User requesting import does not have permission to modify this record," that means a transfer request is needed. Submit the request through WAMS under Pre-ID > WaKIDS Transfer Requests. Transfer requests take up to 48 hours to process.



How do I monitor whether teachers are completing the assessment on time?

Use the Assessment Status Report (ASR) in the Reports section of *SmartTeach*® to monitor progress at the district, school, and classroom levels. When reviewing, look beyond school-level summaries to the classroom level to confirm that the number of students with finalized data matches total enrollment. A class is fully complete only when you see 100% finalized with green marks. Orange marks mean data was entered but not finalized. A finalized status is required. Collaborate with building administrators to follow up with teachers who are behind. DACs have three business days after the fall checkpoint to support full district completion.

What should I do if a teacher cannot finalize their class because of a student with excessive absences?

If a teacher cannot observe a student due to excessive absences, the student's record should be archived so the teacher can finalize the remaining class. Administrators should work with teachers to confirm that archiving has been completed successfully. Note that every student in a class must have a rating entered (either a level or "Not Observed") for every required objective before a class can be finalized.

How do I set up classes for Transition to Kindergarten (TK)?

When creating TK classes in *SmartTeach*®, two things are required:

1. Select "Pre-K 4" as the grade level
2. Include "TK" in the class name (e.g., "TK Jones").

These steps ensure TK students are measured against developmentally appropriate expectations for 4-year-olds (blue color band) rather than the kindergarten expectations for 5-year-olds (purple color band). If the Pre-K 4 grade level and blue color band are not set before teachers begin entering data, assessment results will be skewed and corrections will need to be made manually for each student.

When should I download and save assessment data and reports?

Teaching Strategies® archives all student-level data at the end of June each year. After June 30, districts can only access the current year's data in *SmartTeach*®. DACs should generate and save all relevant reports and data exports before this date. Historical WaKIDS data from fall 2015 onward is available through the File Downloads area in WAMS. If you need WaKIDS data for students in grades 1–3 who transferred from another district after their kindergarten year, contact wakids@k12.wa.us for assistance.

What are my end-of-year responsibilities in *SmartTeach*®?

At the end of each school year, DACs must:

1. Delete any classes that will not be used the following year; and
2. Disable (not delete) accounts for teachers and administrators who no longer need access.



Teacher accounts should be disabled rather than deleted even if a teacher leaves the district, as they may transfer to another school district. Deleting accounts can create complications with historical data and transfer processes.

What is a blended TK/ECEAP classroom, and how does it affect SmartTeach® setup?

A blended classroom has both TK and ECEAP students taught by the same teacher. In this situation, the teacher will have two separate *SmartTeach*® accounts; one under the OSPI WaKIDS license for TK students and one under the DCYF license for ECEAP students. These licenses do not sync, and the import templates are different. DACs must use the correct import template for each license. All ECEAP child records are loaded into the DCYF license through a nightly file transfer from ELMS; TK students must be manually imported under the OSPI license.

