

IOWA Department of Education

PK-K Assessments and How They  
Relate: GOLD, IGDIs, and FAST

<https://www.educateiowa.gov/early-literacy-implementation>

## Early Literacy Implementation (ELI)

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### Contact(s)

Barbara Ohlund  
515-681-2310  
[barbara.ohlund@iowa.gov](mailto:barbara.ohlund@iowa.gov)

Amy Williamson  
515-339-4122  
[amy.williamson@iowa.gov](mailto:amy.williamson@iowa.gov)

# Agenda



Enter Questions  
and Comments in  
the Chat Box!

Purpose: Understanding of assessments GOLD, IGDIs and FAST

- Review requirements and definitions
- Describe GOLD, IGDIs and FAST
- Discuss why results may differ between measures
- Supporting transition from PK to Kindergarten
- FAQs
- Questions and Answers

Requirements of GOLD  
Iowa Code §279.60

*Early Childhood Assessment:*  
**GOLD**

- Assess all preschool children enrolled in any district preschool program; and
- Use GOLD Assessment System Online.

GOLD Required	GOLD Not Required
Statewide Voluntary Preschool	Community Preschool Program
Early Childhood Special Education	Faith-Based Child Care Center

[Iowa GOLD Online Procedures](#)

## Definitions

- **Prekindergarten/Preschool:** Programming for children *who are not kindergarten age eligible*. These children may or may not receive state funding based on the program and the services they receive.
  - This includes Statewide Voluntary Preschool Programs, Shared Visions Preschool Programs operated by school districts, and Early Childhood Special Education instructional services as specified on the Individualized Education Program (IEP). [281-12.5(1)]
- **Kindergarten:** Programming for children who are kindergarten age eligible and for whom the district receives K-12 student aid. [281-12.5(2); 282.3]

*Early Literacy Implementation:*  
Universal Screening

- Screen all K-3 students; 3 times per year;
- Use Department-approved universal screening assessment;
- Provide intervention and monitor progress as indicated.

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# Early Literacy Preschool - Kindergarten Guidance

<https://www.educateiowa.gov/early-literacy-implementation>

Program	Age	Conditions for Enrollment	Standards	Assessment	State Funding		
					SWVPP	Special Education	Certified Enrollment
Statewide Voluntary Preschool Program for Four-Year-Old Children [SWVPP]	4	<ul style="list-style-type: none"> <li>Child is a resident of Iowa</li> <li>Open Enrollment does not apply</li> </ul>	Iowa Early Learning Standards (IELS)	GOLD online assessment [required]  IGDIs online assessment for Universal Screening [optional]	Yes	No	.5
	4-IEP support services only				Yes	No	.5
	4 – IEP	<ul style="list-style-type: none"> <li>Child is a resident of Iowa</li> <li>Open Enrollment applies</li> </ul>			No	Yes	1.0+ special education through weighting
Kindergarten [Age on or before 9/15]	5	<ul style="list-style-type: none"> <li>Open Enrollment applies</li> <li>Grade Level is District Determined</li> </ul>	Iowa Core	District Determined Assessments [required]  DE approved universal screening assessment. The DE supports administration of FAST. FAST may also be used as the district's KLA measure. [required]	No	No	1.0
	5 - IEP				No	Yes	1.0+ special education through weighting
	5 – IEP support services only				No	No	1.0

## What is GOLD?

- Authentic, comprehensive, curriculum-embedded assessment for young children including those with special needs
- Formative assessment for children birth through kindergarten
- Aligned with Iowa Early Learning Standards (developmentally appropriate)
- Levels are aligned with age range expectations (colored bands)



## What is IGDIs?

### Individual Growth and Development Indicators (IGDIs)

- *State provided preschool literacy tools. Not legislated.*
- *Five measures (each 15 items, no time constraints):*
  1. Picture Naming (Oral Language)
  2. Rhyming (Phonological Awareness)
  3. First Sounds/Alliteration (Phonological Awareness)
  4. Sound Identification (Alphabet Knowledge)
  5. Which One Doesn't Belong (Comprehension)

## What is FAST?

### Formative Assessment System for Teachers (FAST)

- Purpose: screening and monitor progress for K-6 literacy
- Multiple measures across the K-6 range
- Some unique to Kindergarten students
- Format, Administration, Scoring



## Purposes of GOLD/IGDIs/FAST

Purpose	GOLD	IGDIs	FAST
Appropriate age group	3 and 4-year old's	4 year-old's	K - 6
Screening	NO	YES	YES
Diagnostic	Potentially	NO	NO
Formative Assessment	YES*	NO	NO
Progress Monitoring	NO	Not yet	YES
Summative	YES	YES	YES

## Should GOLD or IGDIs be used in districts' preschools?

- GOLD is required, so must be administered
- IGDIs is not required as part of ELI
- GOLD and IGDIs *may* be used together as part of a comprehensive assessment system for PK



## Differences in data between GOLD and IGDIs

*Possible* reasons for differences between scores:

- “Beginner effects” for children
- “Beginner effects” for teachers
- Elapsed Time between assessments
- GOLD and IGDIs serve different assessment purposes
- Widely Held Expectations vs Benchmark
- Skillset(s) measured

## Differences in data between GOLD and FAST

*Possible* reasons for differences between scores:

- Again, “Beginner effects” for children & teachers
- Again, elapsed time between assessments
- Again, widely held expectations vs benchmark
- Skillset(s) measured
- Nature of administration:
  - o play-based vs standardized 1:1 administration
  - o timing: open-ended vs time-based

## Supporting a smooth transition from PK to K

### Assessment data information shared between PK and K teams

- GOLD data can be shared through Widely Held Expectations report
  - Information for all developmental domains
- IGDIs spring benchmark data may help with initial instructional planning in kindergarten
- PK and K teams may use alignment of Iowa Early Learning Standards and Iowa Core in kindergarten for additional planning

<https://www.educateiowa.gov/sites/files/ed/documents/IowaEarlyLearningStandards2012-Aug2013.pdf>

## Making sense of differences

- These tools were developed to assess early literacy skills so there will be more similarities than differences.
- Keep the *WHY* to the assessment in mind
- The potential purpose(s) of assessment:
  - Screening
  - Monitor Progress
  - Identify or “diagnose” student need



## Frequently Asked Questions

[2014-08-26EarlyLiteracyGuidance.pdf](#)



*A2. What are the benchmarks for basic levels of reading proficiency for each grade?*

- Districts must follow the benchmarks established by the test developers that are appropriate for that assessment. For schools using FAST and IGDIs the benchmarks are programmed into the Iowa TIER system.

*EC1. How does IAC 279.68 apply to prekindergarten or transitional kindergarten programs?*

- Iowa Code 279.68 does not apply to prekindergarten programs. However if a kindergarten age eligible child is participating in SWVPP, the child would need to be assessed using an approved kindergarten age assessment if the district receives kindergarten funding for the child. Transitional kindergarten and kindergarten are considered kindergarten programs and must comply with expectations of IAC 279.68. (See additional language in the ELI guidance document).

## FAQs

*EC2. Should IGDIs be used to assess three year old children?*

- No, the DE did not find IGDIs to be technically adequate for use with three year old children as a universal screening measure. In Iowa, IGDIs assessments are identified for use with four year olds only. The DE has not identified an early literacy screening tool for use with three year old children.

### *EC3. How does IGDIs relate to Teaching Strategies GOLD?*

- GOLD and IGDIs are both components of a balanced comprehensive assessment system. One assessment does not replace the other. GOLD is required under IAC 279.60 to be administered to all preschool children enrolled in a district program. While IGDIs is a DE approved assessment, it is not mandated by state law.

## FAQs

*EC4. We have a few transitional kindergarten classrooms in our district. If the students that attended transitional kindergarten, by 3rd grade, are determined to be significantly behind in reading, would they be exempt from the retention rule because they had spent two years in kindergarten?*

- One of the good cause exemptions indicates that is a student was previously retained and has received intensive remediation for at least two years, then the student is exempt from retention. If a district's defined transitional kindergarten mirrors the same structure, content and delivery of the district's defined kindergarten a student who has attended kindergarten for two years would meet one part of this exemption (see additional language in the guidance document).

## Questions and Answers



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