TOUGH TEST

THE NATION'S TROUBLED EARLY LEARNING ASSESSMENT LANDSCAPE

BY LYNN OLSON WITH BROOKE LEPAGE

FEBRUARY 2022

FutureEd
GEORGETOWN UNIVERSITY

About the Author

Lynn Olson is a FutureEd senior fellow. Brooke LePage is a FutureEd policy analyst.

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FOREWORD

The pandemic has thrown the education sector into debate over whether to conduct statewide testing of students in grade 3 and above this spring. Meanwhile, another equally critical measurement issue remains largely neglected. Despite calls at every level of government for expanded preschool, and despite billions of dollars flowing into early learning and a pledge from the Biden administration for additional resources, policymakers often have no way of knowing if state and national investments in early learning are paying off.

Research has found high-quality early learning to be a powerful educational catalyst, especially for children from disadvantaged backgrounds. But early learning assessments, which should reveal the true quality of preschool and kindergarten programs, are costly, challenging to administer, prone to misuse and often neglected altogether. As a consequence, we face a dearth of dependable information about the progress students are making—or not making—in preschool and the early elementary grades.

The lack of affordable, high quality and readily scalable measures of our youngest students' academic and social and emotional development severely undermines the nation's efforts to put these children on a path to school success. It has substantially reduced the return on billions of dollars of investment in early learning at a moment when the coronavirus pandemic has delayed the start of education for many students and led to severe learning loss for many more.

FutureEd Senior Fellow Lynn Olson, Policy Analyst Brooke LePage and other members of the FutureEd research team have conducted a comprehensive analysis of the problems of preschool and early elementary assessments; the causes and consequences of those problems; and emerging strategies to solve them.

Their research includes a 50-state survey of early learning assessments conducted with the help of FutureEd Research Associates Caroline Berner, Robert Nishimwe, Nima Rahimi, and Vasilisa Smith. Molly Breen and Jackie Arthur lent their talents to the production of the report, and Editorial Director Phyllis Jordan managed the editorial process.

The Bill & Melinda Gates Foundation funded the project. We're grateful for the foundation's support.

Thomas Toch
Director, FutureEd

The early years are crucial to children's learning and healthy development, a recognition that has directed billions of public dollars into early learning programs in recent years. Investment in early education has become a state priority, a congressional priority, and now—in the face of declining preschool and kindergarten enrollments during the pandemic, and with thousands of young children forced into remote learning—a Biden administration imperative.

Yet many policymakers have little way of knowing if state and national investments in early learning are paying off. Early learning assessments are costly, challenging to administer, prone to misuse by education decisionmakers and often neglected altogether, leading to a dearth of dependable information about how much students are learning socially, emotionally and academically from preschool through grade 2.

Reliable teacher observations are essential to measuring learning and social-emotional development in young children, who cannot take paper-and-pencil tests, but a lack of teacher training and other problems have compromised the quality of the measures in childcare and preschool programs.

Similarly, high-quality teacher-child interactions are a crucial component of successful preschool programs, yet many programs can only afford to monitor them intermittently, more as a dipstick of program quality than as a regular form of instructional feedback for teachers. While many states have adopted kindergarten-entry assessments, the quality of the assessments varies widely. And the assessments rarely align with those used in prekindergarten programs.

The absence of high-quality, system-wide data makes it difficult to target resources effectively, ensure disadvantaged students are getting the early support they need, and improve programs and teaching quality. "Policymakers lack decent data on children's outcomes from prekindergarten all the way through third grade," says Robert C. Pianta, dean of the Curry School of Education at the University of Virginia and an expert on early learning. "When you think about the massive investment in that part of the education sector right now, it's really unfortunate."

The lack of a comprehensive, coherent system of measures in preschool and the early grades compromises a critical component of the nation's educational infrastructure, a problem intensified by the pandemic's disruption of early learning programs nationwide.

This report explores the early learning measurement landscape, why it is failing students, teachers, parents, and taxpayers, and what can be done to improve early learning assessment after the pandemic subsides. It highlights promising innovations that can help educators and policymakers implement better,

more comprehensive measures of young children's development that are suited to those children and not simply extensions of the standardized tests administered nationwide in grades 3 to 12.[1]

At a time when the nation is investing significantly more resources into early learning, a lack of sound measures risks squandering those resources—and leaving our aspirations for young children unfulfilled.

A Brief History

In the past few decades, the federal government has helped accelerate interest in measures of early learning. In 1994, Congress passed the Goals 2000: Educate America Act, which described a set of goals to be achieved by the year 2000, including having "all children in the United States start school ready to learn."[2]

In 2002, the No Child Left Behind Act set a goal to have every child reading at grade level by third grade.[3] In April 2002, three months after passage of the law, the Bush Administration launched its early childhood initiative, Good Start, Grow Smart, to "ensure that young children enter kindergarten with the skills they will need to succeed at reading and other early learning activities."[4] The initiative led to new requirements for Head Start programs to assess participating preschoolers in early language, literacy, and numeracy skills in order to guide instruction for disadvantaged students. As part of the initiative, states were encouraged to develop quality criteria for early childhood education, including voluntary guidelines on early literacy and math skills aligned with state standards for grades K-12.

Today, all 50 states and the District of Columbia have early learning standards, with some covering birth to age five, others focused on ages three to five, and some extending to third grade to promote a more seamless early educational system.[5]

Efforts to improve the measurement and quality of early learning got an additional push under the Obama Administration as part of the Race to the Top-Early

Learning Challenge, which provided competitive grants to 20 states "to build strong systems of early learning and development" that would help close the achievement gap for children with high needs.[6]

The challenge funded states to create or enhance multi-tiered Quality Rating and Improvement Systems (QRIS), which rate early childhood programs based on state-determined criteria and help them improve through professional development, technical assistance, coaching, and financial supports.

Race to the Top also funded efforts to develop kindergarten entry assessments that would measure children's skills at the beginning of their schooling. More than $15.1 million in Enhanced Assessment Grants, awarded to two consortia encompassing 17 states, further supported work to develop or improve kindergarten entry assessments.[7] The current $250 million Preschool Development Grant Program provides federal money for states to continue building out their birth-to-five systems.

These federal investments have led to a burst of activity in the states. Yet significant challenges remain in creating early learning measures that are reliable, easy enough to administer to encourage widespread use, cost-effective, and useful for practitioners and policymakers.

A Fragmented Testing Landscape

One problem with measures of early education is that data about publicly funded early learning programs are siloed across many different providers and agencies—including public school systems, federally funded Head Start programs, state-funded preschool programs, and subsidized childcare centers and family childcare providers—making it hard to track progress across programs.

Just getting state-level data on how many young children participate in some form of early learning and what services they receive is difficult. Program rules and regulations vary based on the source of

Measuring Early Learning: A Taxonomy

Several types of measures are prevalent in early learning:

Formative assessments: Teachers conduct formative assessments during regular instruction to measure the progress of individual children and inform day-to-day teaching. These assessments differ from assessments in grades 3-12 in two important ways. First, they typically go beyond reading and math to measure young children's learning across five key developmental domains: language and literacy development; cognition and general knowledge (including emerging math skills); physical well-being and motor development; social and emotional skills; and approaches to learning and executive functioning. Second, because seated paper-and-pencil tests are not developmentally appropriate for young children, most formative assessments rely on teachers to record their observations of students in the classroom, noting their skills, strengths and needs.

Direct Measures: These measure what children know and can do at a point in time by asking children to complete tasks or select responses, such as pointing to a picture. Specially trained teachers or other professionals typically administer outside of regular instruction. These assessments—which include the Peabody Picture Vocabulary Test, the Head-Toes-Knees-Shoulders Task of motor development and executive functioning, and the Woodcock-Johnson Tests of Cognitive Abilities—reliably and directly measure a child's development in specific domains, but they are expensive and time-consuming.[1] As a result, they are less useful in the day-to-day operation of programs than to long-running research on preschool programs such as that underway in Boston and Tulsa, Oklahoma.

Kindergarten entry assessments: Some entry assessments, such as the Ready for Kindergarten system developed under a federal grant and the Virginia Kindergarten Readiness Program, directly measure whether young children can complete tasks in early literacy or mathematics. However many states rely on teacher observations or checklists to complete the assessments.

Screeners: Screening tests, which are typically administered by an educator or other professional outside of regular instruction, identify children who may need more support, services, or diagnostic tools. The tests present age-appropriate tasks in such areas as language, cognitive and reasoning skills, social-emotional learning, physical development, and executive functioning. Recent state legislation has focused on the use of literacy screeners to identify children with dyslexia and other reading difficulties to ensure more children are reading proficiently by grade 3. Concerns about learning loss due to COVID-related school closures has heightened interest in such screeners.

Instructional Environment Measures: These assessments focus on the quality of the learning environment, particularly teacher-child interactions, based on research showing the importance of strong adult-child relationships for young children's development. For center-based preschool programs, the two most common are the Early Childhood Environment Rating Scale (ECERS), which looks at the learning environment based on classroom observations and a staff interview, and the Classroom Assessment Scoring System (CLASS), which observes the quality of teacher-child interactions along several dimensions, including classroom organization, emotional support, and instructional support.

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[1] Kendra R. Tannenbaum, Joseph K. Torgesen, and Richard K. Wagner, "Relationships Between Work Knowledge and Reading Comprehension in Third-Grade Children," Scientific Studies of Reading, 10 (2006); Mark W. Lipsey and Dale C. Farran, "Achievement Outcome Measures Used in the Evaluation of the Tennessee Voluntary Pre-K Program," Peabody Research Institute (2009); Megan M. McClelland, Claire E. Cameron, Robert Duncan, Ryan P. Bowles, Alan C. Acock, Alicia Miao, and Megan E. Pratt, "Predictors of Early Growth in Academic Achievement: The Head-Toes-Knees-Shoulders Task," Frontiers in Pscyhology, 5 (2014).

funding. In some states with more than one publicly funded prekindergarten program—such as California, Massachusetts, and Pennsylvania—requirements differ across programs. In many states, separate agencies govern early childhood education and K-12 schooling, impeding information sharing. Virginia recently placed responsibility for early learning within its state department of education to improve the coherence of educational programs from birth through grade 12.

Forty-three states now have Quality Rating and Improvement Systems designed to assess, improve, and communicate the quality of early learning across a range of settings, including family and center-based childcare, Head Start, and prekindergarten programs. These systems rate the quality of participating programs from birth to age five based on state-determined metrics, which typically include both structural characteristics (such as adult-child ratios and staff qualifications) and measures of the learning environment, including observations of teacher-child interactions. In assigning ratings, many states also require or give points to programs that conduct ongoing, formative assessments of individual children to help guide teachers' instruction.
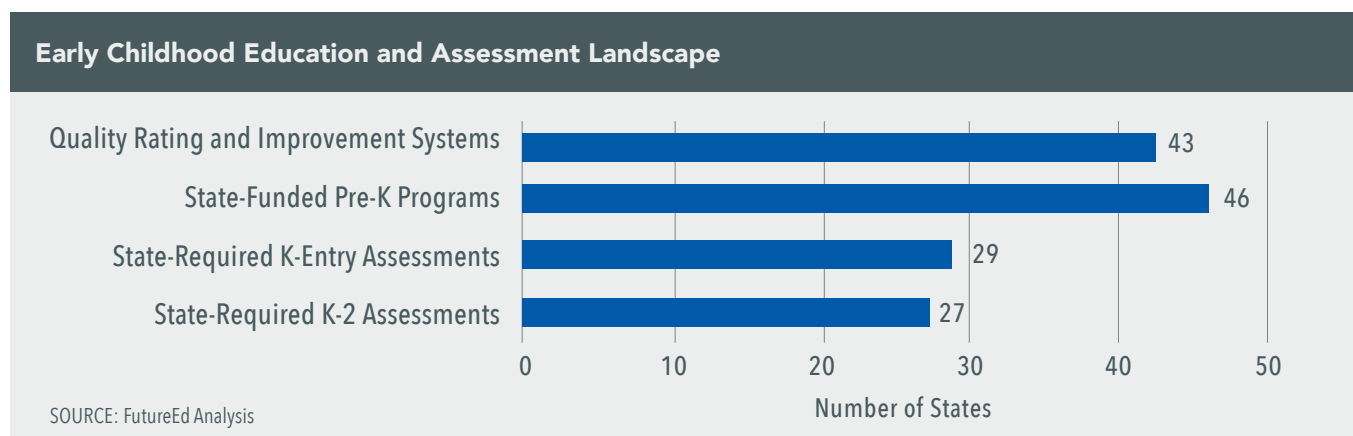
Quality Rating and Improvement Systems have the potential to track and improve the quality of early childhood education over time, but they are typically voluntary and tend to have low participation rates. Without universal participation, a state cannot fully understand how programs compare to each other.

Moreover, evidence showing a positive relationship between quality ratings and child outcomes is limited.[8] The modest financial incentives for quality improvement, the large number of metrics for programs to meet, and the lack of sufficient coaching and other supports have limited the impact of Quality Rating and Improvement Systems in many states.

While these systems typically identify improved child outcomes as their goal, they also support other efforts, such as increasing the professionalization of the early childhood workforce, improving program administration, and increasing family engagement. As a result, indicators that affect child outcomes more directly may get downplayed. "Quality Rating and Improvement Systems tend to lose their focus on teaching and learning," says W. Steven Barnett, co-director of the National Institute for Early Education Research. "They're not really accountability systems, but they're not really continuous improvement systems either."

State-funded preschool programs typically have to meet an additional set of rules and regulations. In every state, these include gathering information about young children's progress to inform instruction. Often, however, the choice of assessments is left up to the provider; in some states providers can select from a state-approved list.

Most state-funded preschool programs also require a classroom-level observation of the quality of teacher-child interactions. However, only 16 states and the

Early Childhood Education and Assessment Landscape

Category	Number of States
Quality Rating and Improvement Systems	43
State-Funded Pre-K Programs	46
State-Required K-Entry Assessments	29
State-Required K-2 Assessments	27

SOURCE: FutureEd Analysis

District of Columbia require these observations to occur in every classroom at least annually by a trained and certified observer. As a result, many early childhood educators do not receive feedback frequently enough to make a difference in their teaching.

Federally funded Head Start programs have their own set of requirements. Head Start programs must provide a developmental screening of each child within 45 days of entering the program and use standardized and structured assessments to track progress and provide information to teachers to individualize instruction. However, since these measures are not required to be comparable across states, it is hard to have a comprehensive picture of local program effectiveness.

Head Start also measures the quality of teacher-child interactions using trained and certified observers to ensure reliability, but those onsite reviews are conducted on a multi-year cycle, which limits the use of the data to inform teaching. Federal rules that went into effect in October 2020 create new observation thresholds for program renewal. Scores below a "competitive" threshold will require a program to recompete for funding. Scores below a higher "quality" threshold will lead to support to encourage all programs to strive for a high-quality learning environment in every classroom.

Problematic Teacher Observations

The difficulties of assessing learning in young children, who cannot sit down independently to take paper-and-pencil tests and whose development can't be captured only in reading and math scores, has led to a heavy reliance on teacher observations of what children know and can do. But variations in teacher scoring and concerns about teacher bias make these observations inappropriate for evaluating programs, though they can be useful for identifying broad early learning trends.

High-quality assessments of young children measure their growth in key areas of development that include language and literacy, cognition and general knowledge

(including emerging math skills), physical well-being and motor development, social and emotional skills, and approaches to learning and executive functioning.
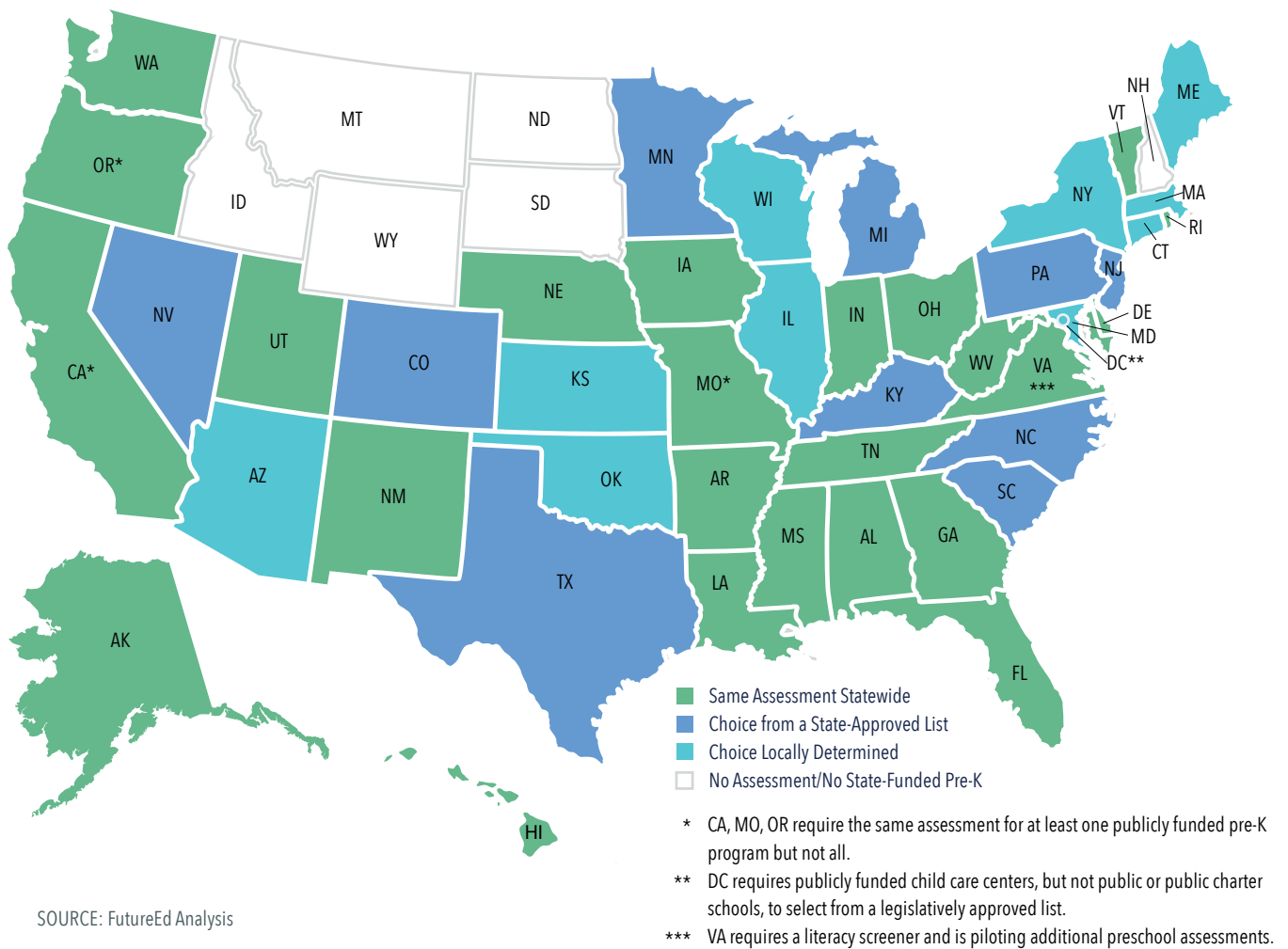
Some measures—such as the Peabody Picture Vocabulary Test, the Head-Toes-Knees-Shoulders Task of motor development and executive functioning, and the Woodcock-Johnson Tests of Cognitive Abilities—directly assess what young children know and can do by having them complete tasks or select responses through one-on-one interactions with a trained assessor. Studies have found these measures to be reliable, valid, and predictive of later child outcomes. They've been used in widely cited research finding that high-quality preschool programs contribute to children's school readiness and later life outcomes.[9]

But such measures are difficult and expensive to use in the day-to-day operation of early education programs, particularly if programs want to combine multiple aspects of growth into a composite measure.

"You can, if you're really resourceful, cobble together a set of direct assessments [completed by students], but it doesn't come easily," says Christina J. Weiland, associate professor of education at the University of Michigan and principal investigator of a large-scale study of the long-term impacts of the Boston Public Schools prekindergarten program. Martha Zaslow, director of the office for policy and communications at the Society for Research in Child Development, predicts that new measures in specific developmental domains, such as executive functioning, will better predict child outcomes in the future. But, she cautions, those measures are going to overwhelm the system unless experts can combine them into composite measures that are easy for programs to administer. "We're not there yet," she says.

In their absence, most early learning programs try to capture children's progress during the regular course of the school day. Known as formative assessment, these measures rely heavily on teachers to observe young children's skills during regular classroom activities—through videos, photos, samples of students' work, and

Child-Level Assessments in State-Funded Prekindergarten

Legend:
- Same Assessment Statewide
- Choice from a State-Approved List
- Choice Locally Determined
- No Assessment/No State-Funded Pre-K

* CA, MO, OR require the same assessment for at least one publicly funded pre-K program but not all.

** DC requires publicly funded child care centers, but not public or public charter schools, to select from a legislatively approved list.

*** VA requires a literacy screener and is piloting additional preschool assessments.

SOURCE: FutureEd Analysis

note taking—and to judge their progress against age-appropriate milestones. Though many commercially developed measures exist, by far the most commonly used formative assessment is Teaching Strategies GOLD, an observational assessment system that measures progress across 10 learning domains, including language, literacy, cognitive, physical, and social-emotional development.

Assessments embedded in classroom instruction such as T.S. GOLD are an important part of high-quality early learning programs, especially if accompanied by training that helps teachers use the results to improve their

lessons. Yet these observation-based measures are time-consuming and difficult for teachers to administer and analyze, particularly in a field with high staff turnover and limited training. This results in weak implementation. "For teachers, the time-consuming nature of observational assessments, as well as the lack of professional development, is really a barrier and challenge," says Cathy Yun, a senior researcher at the Learning Policy Institute, a research center.

Michigan, for example, piloted the use of T.S. GOLD as a kindergarten readiness assessment from 2014-16 on a voluntary basis, only to abandon the effort. "It did not

A Comprehensive Readiness Model

In December 2011, Maryland and Ohio won Race to the Top-Early Learning Challenge grants. The states partnered with WestEd and the Johns Hopkins University School of Education's Center for Technology in Education to develop a comprehensive assessment system that measures the skills of preschool and kindergarten children across multiple domains of development. Since then, the Ready for Kindergarten: Early Childhood Comprehensive Assessment System, or RforK, has expanded to Indiana, Michigan and South Carolina. New Jersey plans to introduce it next school year.

The RforK system has two components, the Early Learning Assessment (ELA) for preschoolers, and the Kindergarten Readiness Assessment (KRA) for kindergarteners.

The ELA covers seven domains: social foundations (social-emotional development and approaches to learning), math, science, social studies, language and literacy, physical well-being and motor development, and fine arts. The Kindergarten Readiness Assessment (KRA) covers four of those domains:

social foundations, language and literacy, math, and physical well-being and motor development.

Both components are designed to assess young children's development across early learning and kindergarten settings, although some states use only one. The assessments are designed for all students, including those with disabilities and English language learners. Indiana and Maryland, for example, use the ELA to meet federal reporting requirements for children receiving special education services in preschool and make it optional for other children.

The ELA is a child-observation tool that teachers use multiple times during the school year to help monitor growth from ages three to six. Teachers upload notes about a child's behaviors and interactions, as well as videos and images, on an app to track progress against research-based learning progressions. The KRA includes a mix of teacher observations and direct measures of student performance. These measures include response items that let young children point to a picture or drag and drop items on a tablet or computer, as well as tasks using manipulatives.

(continued)

go well," says Richard Lower, director of the state's office of preschool and out-of-school-time learning. "[Early learning educators] are not trained in observational, multi-dimensional assessment. The tool was long; there wasn't enough time to do the observations well." Michigan has since joined a consortium that developed a new assessment system for young children, the Ready for Kindergarten: Early Childhood Comprehensive Assessment System, that includes both direct and observational measures of young children's skills. (*See sidebar above*)

Some experts also say that teachers are less able to differentiate children's performance on specific readiness skills—such as emerging literacy versus cognitive reasoning—using observational measures compared to direct assessments of what young children know and can do.[10] "What you get with these observational measures is a decent estimate of general school readiness," says Amanda P. Williford, an associate professor in the Curry School of Education who led development of a new kindergarten readiness measure in Virginia. "You don't get a lot of differentiation across

A Comprehensive Readiness Model *(continued)*

Children can respond to 17 of 50 items on the KRA using a KRA app. Digital score sheets also let teachers bubble in scores as they're administering the assessment or scoring the observation components, take a picture of the score sheet, and upload it to a data platform, much like depositing a check. They can view and download results immediately.

"It's a big time-saving for teachers and it works on any device," says Linda Carling, senior associate director of the Center for Technology Education at Johns Hopkins University. Teachers are encouraged to use the performance tasks as part of a classroom activity that could be administered in small groups. Teachers administer the selected-response items one-on-one in short sessions, allowing teachers to work with individual students throughout the day.

A secure, web-based portal provides teachers with access to individual and classroom reports, as well as professional development and instructional resources. There's also an Individual Student Report for families and district and school reports for accessing KRA data. Teachers must be trained and certified for reliability to give the assessments.

States are using the data in various ways. In Michigan, the legislature has requested both a statewide report

of KRA data and a comparison of scores for children in state-funded preschool versus other entering kindergartners to help assess the impact of publicly funded programs.

In Ohio, the Department of Job and Family Services has used the KRA as an outcome measure to help validate its Quality Rating and Improvement System. The state also publishes KRA data annually by children's race, disability status, English learner status, and socio-economic status. "The KRA data has been used in the early childhood advocacy community to help argue for increased investments and grant money for early childhood programs," says Wendy Grove, director of the office of early learning and school readiness in the Ohio Department of Education.

However, concerns about the time burden led Ohio to develop a shortened version of the KRA, the KRA-R; Maryland gives districts the option of administering the assessment to every entering kindergartener or to a representative sample of students. "One of the things we face in Ohio, and I'm sure other places," says Grove, "is the desire to minimize the teacher burden for assessments while recognizing the value of assessments. We continually seek to provide tools that are efficient and meet multiple sets of needs."

skills, so it's not super helpful for a teacher—which defeats the purpose of administering the tests."

Teachers generally spend considerable time completing T.S. GOLD for each child in their classrooms, says Weiland of the University of Michigan, yet she says there is no rigorous evidence that the measure reliably captures children's gains or that it productively informs teacher practice. "The pace of expansion of both QRIS and formative assessment tools has outstripped research on whether they work and how to make them more effective," she argues.[11]

No less troubling, the measures are prone to teacher bias. "You often find there's more variability in kids' scores as a function of the teacher than of kids' attributes," says Pianta of the University of Virginia. While many states provide teachers with training to ensure greater consistency in scoring, the training isn't designed to generate the type of high inter-rater reliability among teachers needed to draw dependable system-level conclusions. Teacher observations, as currently performed, cannot reliably inform decisions around such issues as evaluating program impact.

Misused Measures

Despite these limitations, some states are aggregating results from T.S. GOLD or other observation-based child assessments to make system-level decisions, in part because more direct measures of young children's progress don't exist.

Colorado, for example, combines data from T.S. GOLD and High Scope's COR assessment to measure the effectiveness of state preschool programs. Washington State also reports kindergarten readiness rates based on a customized version of T.S. GOLD. Iowa reports to the state legislature the percentage of children at or above readiness benchmarks in various developmental domains, based on benchmarks developed by the Teaching Strategies research team. North Carolina includes a readiness indicator on school report cards for elementary schools.

Florida requires publicly funded Voluntary Prekindergarten (VPK) programs to administer assessments at the beginning and end of the prekindergarten year as part of its accountability system. The state calculates a Kindergarten Readiness Rate for each provider based on the percentage of children showing gains on the assessments and children's scores on a Florida Kindergarten Readiness Screener, administered during the first 30 days of the school year.

Programs that fail to meet a minimum threshold are placed on probation and risk losing public funding. But implementation of the VPK assessment varies across the state, making program-to-program comparisons dubious. "We have 8,000 providers, from one-room schoolhouses to regional providers," says Vince Verges, assistant deputy commissioner in the Division of Accountability, Research, and Measurement in the Florida Department of Education. "So, the assessment results can be questionable." Florida plans to use some of its federal COVID relief to pilot a single, statewide pre-K student assessment that would better align with the one used for kindergarten entry, which focuses on early literacy and math skills.

Barnett of the National Institute for Early Education Research says aggregated data from formative assessments should be used with a "light touch" to inform teaching and learning and look at broad trends—such as whether a state needs to invest more in training prekindergarten teachers on early math curricula. "If you want to evaluate programs on their quality, you can do that directly, by assessing and observing the quality of what they do, not students' test scores," he argues.
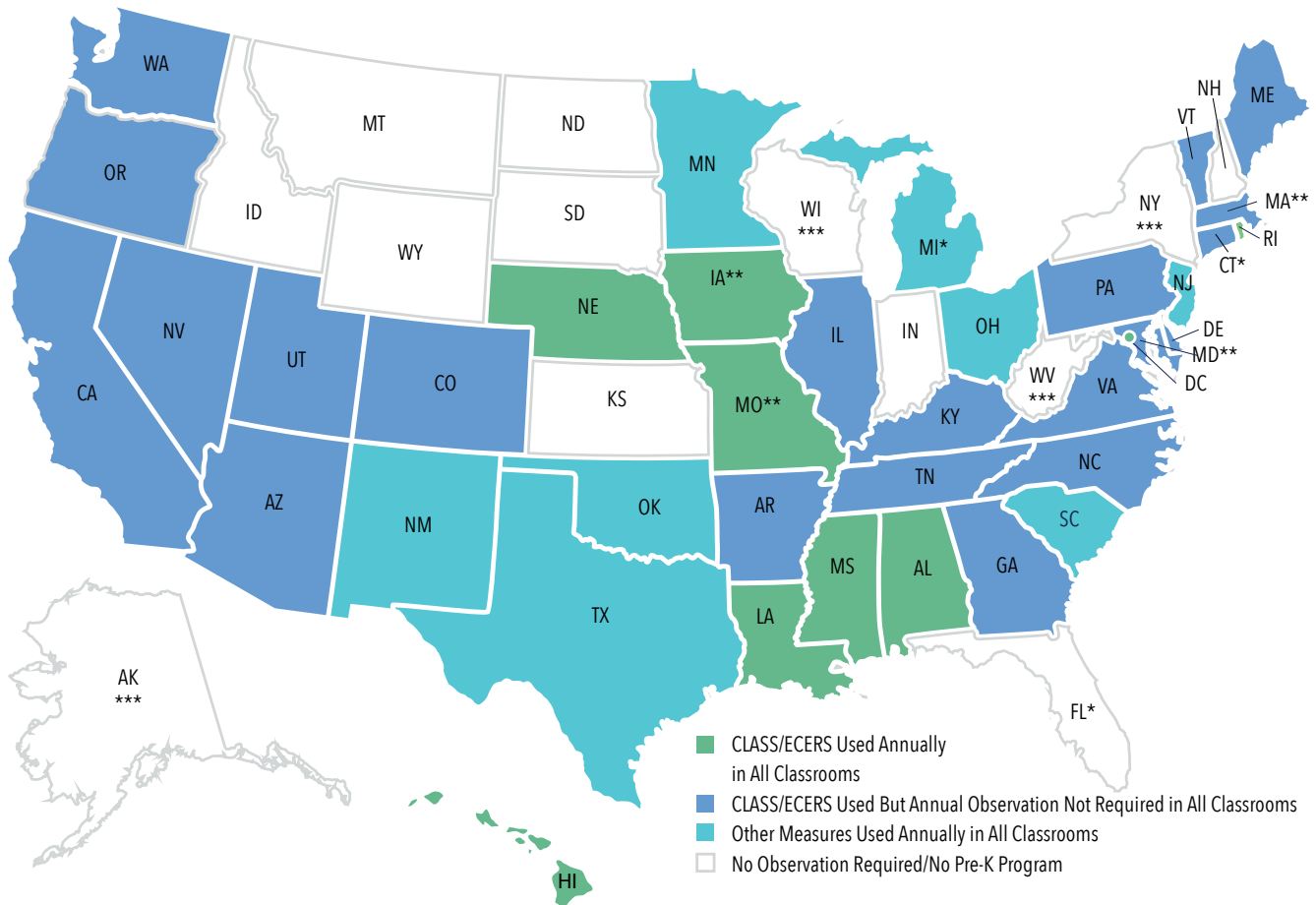
An Underused Tool

Program assessments that measure the quality of teacher-child interactions and provide teachers with ongoing coaching and feedback are another important element of high-quality early learning programs. Recent research indicates that evidence-based curricula combined with teacher mentoring that involves observation and feedback significantly improves children's readiness for school.[12] But reliable classroom observations are costly and time-consuming, and therefore used too infrequently to strengthen teachers' skills.

One of the most widely used measures in Head Start and prekindergarten programs—the Classroom Assessment Scoring System (CLASS)—has a small but reliable association with children's academic gains in preschool and the early grades.[13] CLASS requires a significant investment to scale, however, largely because externally trained, certified observers typically conduct the teacher observations.

In general, because it is expensive to deploy and train observers to a minimum standard of reliability, many Quality Rating and Improvement Systems and state-funded preschool programs only require that classrooms be observed on a multi-year basis. And while the majority of states report taking steps to ensure the fidelity of classroom observations, experts worry those steps don't go far enough.[14]

Classroom Observations in State-Funded Pre-K

Legend:
- CLASS/ECERS Used Annually in All Classrooms
- CLASS/ECERS Used But Annual Observation Not Required in All Classrooms
- Other Measures Used Annually in All Classrooms
- No Observation Required/No Pre-K Program

SOURCE: FutureEd Analysis

* CT requires ECERS for programs without national accreditation. MI programs can choose CLASS or Teaching Pyramid Observation Tool. FL requires CLASS for school readiness program but not voluntary pre-K program.

** Required by one state-funded pre-K program but not all: IA, MA, MO.

*** Locally determined.

In contrast, Head Start trains and certifies CLASS observers through Teachstone, the tool's vendor, and the University of Virginia's Center for the Advanced Study of Teaching and Learning. Site reviewers are recertified on an annual basis. A quality assurance process also includes periodic checks of reliability, where reviewers assess the same video to ensure that observers are rating similarly.

But Head Start, like many Quality Rating and Improvement Systems, only requires classrooms to be observed every few years, not enough to make a significant impact on teacher quality. "They're too expensive to use [as frequently as we would like]," says Barnett of the National Institute for Early Education Research. "At most we do one observation a year."

"Getting bodies into classrooms [for observation] is an expensive venture," acknowledges Bridget Hamre, chief executive officer of Teachstone. Company officials have encouraged states and Head Start programs to use videos of classroom practice to lower the costs of in-person observations. But so far, she says, "that hasn't gotten a ton of traction, even though we have a lot of data to show we can score reliably using video."

CLASS: A Strong Commitment to Teacher-Child Interactions

Louisiana has made the Classroom Assessment Scoring System, or CLASS, its "North Star" for improving the quality of all publicly funded classrooms serving toddlers and pre-kindergartners.

A widely used observational tool of teacher-child interactions, CLASS was developed by Robert Pianta and his colleagues at the University of Virginia to assess the quality of teacher-child interactions in order to improve classroom practice. Since 2015-16, the Louisiana Department of Education has required at least two CLASS observations per year in every publicly funded toddler and preschool classroom, including childcare, Head Start, and school-based settings.

Louisiana has used a train-the-trainer model to produce some 1,200 classroom observers statewide, all of whom must pass a reliability test. To further strengthen the quality of the evaluations and ensure their consistency from site to site, the state conducts additional "third party" observations in 50 percent of all classrooms annually, under contract with the University of Louisiana.

Louisiana's use of a single measure of quality has provided a clear signal to teachers and providers about the importance of teacher-child interactions. To reinforce that perspective, every lead teacher in childcare centers must attain a credential focused on improving teacher-child interactions; every coach in the state's childcare resource and referral system is expected to be trained on CLASS. Louisiana identifies programs with low average CLASS scores as needing Early Childhood Site Improvement Planning and offers curriculum assistance and mental-health consultations for teachers. The state also provides tax credits and bonus payments to programs with higher quality ratings.

"CLASS is our North Star for improvement," says Nasha Patel, the former deputy assistant superintendent of early childhood strategy with the Louisiana Department of Education. "We're not saying there are 10 different ways for you to improve. We're putting a path in front of folks. And because that path is so clear, through the CLASS tool, we've been able to see movement."

A study by Daphna Bassok and Anna Markowitz of the Brookings Institution found a significant rise in CLASS average scale scores across the state; based on data from 2015-16 through 2018-19, the percent of programs meeting the "proficient" threshold rose from 62 to 85. Quality improved across all sectors—childcare, Head Start, and school-based settings—though gaps in quality between sectors remained.[1]

"Our analyses suggest that the quality of teacher-child interactions in Louisiana has increased steadily during this period," the authors concluded. "The availability of data on all publicly funded programs in the state provides an opportunity—the first we have seen—to disaggregate consistent, statewide quality information by sector and age of children served." A survey of all early educators working in publicly funded programs in two large Louisiana communities found strong support for CLASS.[2]

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[1] Daphna Bassok and Anna Markowitz, "The Value of Systemwide, High-Quality Data in Early Childhood Education," Brown Center Chalkboard, Washington D.C.: The Brookings Institution, Feb. 20, 2020.

[2] Ibid.

Louisiana is one state that has taken classroom observations seriously, investing the resources to have all publicly funded early childhood programs observed at least twice a year on CLASS by trained local observers. The observers' scores are then verified through a third-party audit. This commitment has led to significant increases in the quality of classroom practice over time. *(See sidebar on page 11)*

The Uses and Misuses of Kindergarten Entry Assessments

The lack of comparable data on the performance of early childhood education programs means that, in many states, the first indication of children's school readiness statewide comes at kindergarten entry.

Unfortunately, kindergarten entry assessments vary widely in quality, from commercially available measures to state-developed instruments, to promising new tools developed by consortia of states and researchers, including RforK. Because some of these tools are relatively new, studies of their validity, reliability, and ability to predict later school outcomes are limited.[15] Some states do not have a universal kindergarten entry assessment but, instead, provide a list of approved or recommended assessments for districts.

The Race to the Top-Early Learning Challenge specified that results from such assessments be used to help close school readiness gaps and guide instruction in the early grades. In practice, states use these measures for a host of reasons, from guiding teaching practice, to informing families of their children's progress, to publicly reporting school readiness rates, to predicting third-grade reading outcomes. A recent study by the National Institute for Early Education Research found that in many states, the primary purpose of kindergarten entry assessments is not clear.[16]

At least six states use data from kindergarten entry assessments as an indicator of the impact of state preschool programs. Yet this practice could

underestimate the effectiveness of preschool, even if the programs are doing a great job of catching children up; publicly funded preschool programs often serve children from impoverished families or those with high needs, who are likely to score lower on kindergarten entry assessments than their more affluent peers, particularly if the latter attended privately funded preschool elsewhere. And the measures don't capture students' growth in preschools, only their status at the end of preschool.
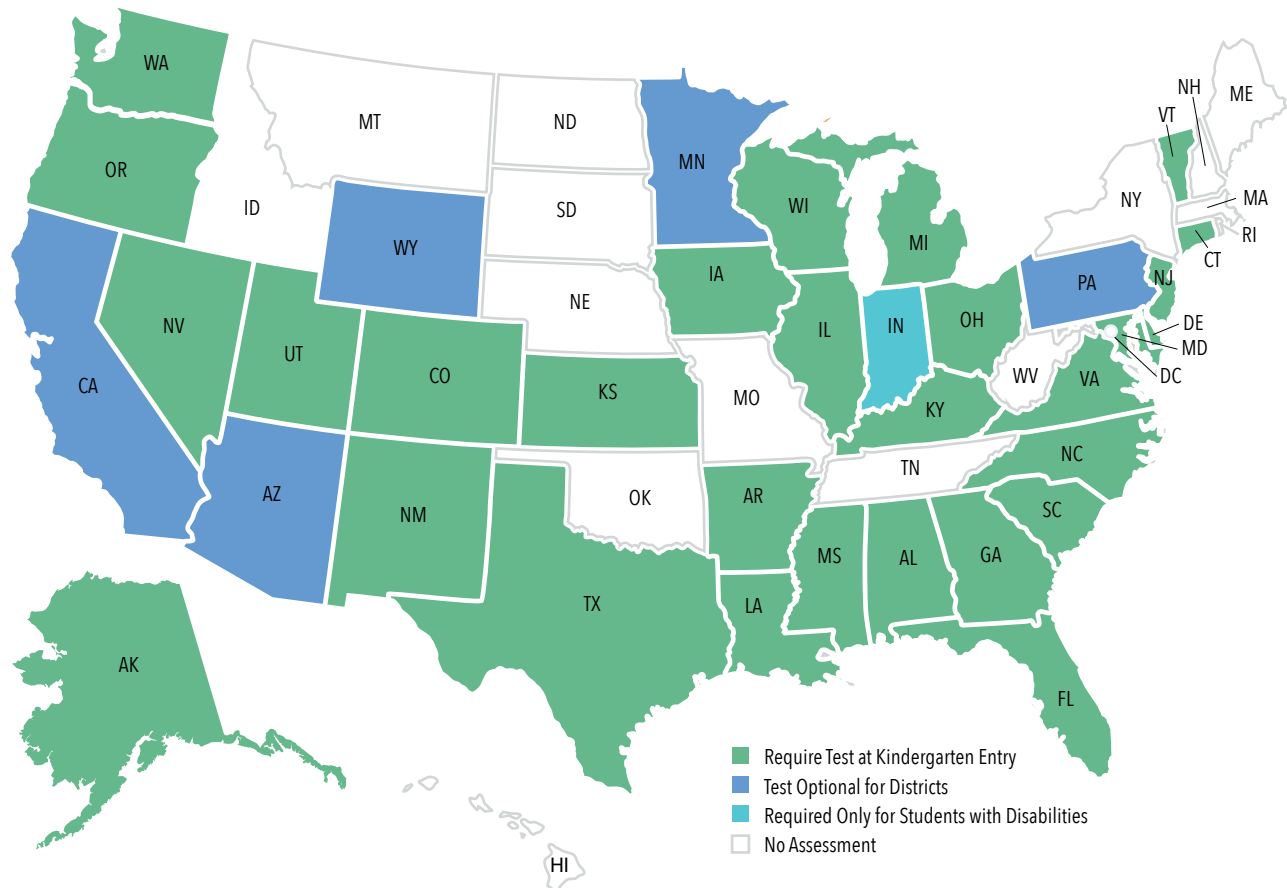
"You're basically holding preschools responsible for the challenges they have taken on [in serving disadvantaged students]," says Zaslow at the Society for Research in Child Development. Using kindergarten entry assessments to evaluate state-funded preschools also may not account for learning loss in the summer prior to kindergarten, after children have already left preschool. Yet using the same test for multiple purposes is attractive to legislators as a cost-saving measure.

Many states and school districts underinvest in the supports and professional development teachers need to use kindergarten entry assessments effectively. This starts with helping teachers understand how to collect and enter student results online, as well as how to use the data to improve their teaching. Lack of state support for administration and training at the district level "probably doomed some of the momentum that we had with Race to the Top on kindergarten assessments," says Rolf Grafwallner, program director for early learning at the Council of Chief State School Officers. "States clearly need to do more than just provide a few online modules on how to use a kindergarten entry assessment," adds Hannah Melnick, a senior policy adviser at the Learning Policy Institute.

Misaligned Preschool and Kindergarten Assessments

Ideally, state standards and assessments for learning in prekindergarten and kindergarten are aligned so that children do not repeat the same material and teachers

Kindergarten Entry Assessments

Legend:
- Require Test at Kindergarten Entry
- Test Optional for Districts
- Required Only for Students with Disabilities
- No Assessment

SOURCE: FutureEd Analysis

can share information about children's individual growth across sectors. But a study by the National Institute for Early Education Research found that assessment information is rarely used this way. Of the 20 states that require all prekindergarten programs to use the same assessment tool, only four—Delaware, Mississippi, Vermont, and Washington—used that tool or an enhanced version of it in kindergarten during the 2018-19 school year.[17] Virginia is piloting a prekindergarten version of its highly regarded kindergarten entry assessment. (*See sidebar on page 14*)

"There is still a pretty solid divide between early childhood [birth to five programs] and kindergarten

and above," one state early learning official noted. "Our current assessment is vastly different than kindergarten teachers' assessments and there is little effort to get kindergarten teachers to understand the pre-K data."

This may help explain why many longitudinal preschool evaluations find that the academic gains of preschool participation fade out in subsequent years or converge with those of nonprogram students.[18]

One national study of kindergarten instruction found that many kindergarten teachers provide relatively uniform instruction on basic skills, even when alumni of a preschool program have likely already mastered these skills. It also found that too much time spent

on such basic content suppresses learning gains.[19] "If kindergarten does not build on what children have learned in preschool and allow them to explore new ideas, preschool attendees may become disengaged and gradually lose ground relative to their peers," a recent study by the Learning Policy Institute cautioned.[20]

Even in states that use the same measures across preschool and kindergarten programs, getting teachers to actually communicate can be difficult. "It's challenging to find an assessment that everybody has confidence in and that feels valid to everybody," says Jocelyn Brown, who leads research and innovation in the Massachusetts Department of Early Care and Education. "We used T.S. GOLD with the idea that [preschool] information would be shared with the kindergarten teachers. In most cases, it never really was." The problem stemmed in part from the challenge of sharing information between

many prekindergarten and kindergarten classrooms, particularly in large districts. But many districts also gave their own kindergarten assessments, she says, so they didn't see the need for T.S. GOLD.

The Rise of K-2 Screeners

Concerns about learning loss among young children because of COVID-related school closures also has led to an increased interest in kindergarten-readiness screening assessments, especially because such assessments could help identify children with early learning or developmental difficulties and provide supports and intervention for those who need them.

Today, 27 states require assessments in grades K-2. Laws requiring screening for dyslexia in 27 states and early

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Virginia's Model Kindergarten Readiness Assessment

In 2014, Amanda Williford and a team of researchers at the University of Virginia examined a representative sample of the state's entering kindergartners in four critical learning domains: literacy, math, self-regulation, and social skills. Their findings—that 34 percent arrived unprepared in one or more domains—led to the recognition that policymakers, administrators, and teachers needed a reliable statewide estimate of kindergartners' readiness in order to inform state investments, guide support for early childhood systems, and meet the instructional needs of incoming students.

The Virginia Department of Education collaborated with researchers at the Center for Advanced Study of Teaching and Learning at the University of Virginia (CASTL) to develop the Virginia Kindergarten Readiness Program (VKRP). In 2018, the Virginia General Assembly mandated that all kindergarten

students be assessed using the VKRP in the fall and spring, beginning in the 2019-20 school year. Fall and spring preschool assessments are being piloted in 35 school systems in the state.

VKRP places an equal emphasis on children's academic and social-emotional skills by using three measures: The Phonological Awareness Literacy Screening (PALS), Virginia's longstanding literacy assessment; the Early Mathematics Assessment System; and the Child Behavior Rating Scale. The latter is a short (1 to 3 minutes per child) rating scale that teachers complete of every student's social and self-regulation skills. Both PALS and EMAS are teacher-administered direct assessments of young children's knowledge and skills.

Teachers administer the early math assessment to students individually using a flip book and

(continued)

literacy screening in 23 states have driven the prevalence of such assessments.[21] In addition, 38 states have passed laws related to third grade reading proficiency, with 23 states requiring students to read proficiently by grade 3 or be retained.

Many of these laws require frequent monitoring of children so that educators can intervene early when students have reading difficulties.[22] A small number of states require or make available interim, benchmark, or formative assessments for schools to administer multiple times per year in grades K-2.

The use of such screening and benchmark assessments may well increase in the coming years, as systems grapple with how to remedy pandemic-induced learning gaps. Michigan legislators, for example, passed a law in 2020 requiring students in grades K-8 to take

a benchmark assessment in reading and math at the beginning of the year to see if students have lost learning; previously, the tests were only required in grades K-2.

Screening instruments can provide valuable information to teachers to guide instruction and to signal which students may need more in-depth diagnostics to address learning or developmental needs.

But the over-identification of students of color for special education services suggests these tools should be used cautiously and by those with appropriate training. Too often, teachers lack training in how to use and interpret these measures. "Teachers and administrators need to understand what those assessments are saying, how they relate precisely to instruction," says David D. Paige, the director of the Jerry L. Johns Literacy Clinic

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Virginia's Model Kindergarten Readiness Assessment *(continued)*

manipulatives. The assessment's game-like tasks help teachers observe students' thinking. Teachers enter children's responses into an online system, with results available immediately. The assessment takes about 20 to 25 minutes per student to administer.

Using online and in-person training, UVA researchers train teachers and other personnel to reliably administer the measures. An online platform provides detailed reports of students' skills at the student, classroom, school, and district levels, as well as instructional resources for teachers based on children's performance.

"What we find is that teachers tend to underestimate what children know and are able to do when it comes to early math," says Jessica Whittaker, a researcher at CASTL. "In fact, young children engage in surprisingly complex mathematical thinking, starting at an early age. As we started piloting the direct assessment measure,

some teachers were quite surprised at the knowledge and skills their students exhibited when they sat down with them one-on-one."

Tamilah Richardson, associate director of early childhood learning in the Virginia Department of Education, says, "The major impetuses for VKRP was to garner a more comprehensive statewide assessment of kindergarten readiness, and in turn to learn how best to allocate resources, how investments are working, and to have benchmark data to monitor progress and help guide decisions on training and support for improving instruction and interactions—ultimately increasing learning and development outcomes for all students."

The team at the University of Virginia is working to vertically scale the assessments so they can be used to track children's development from pre-K through grade 2.

State Assessments in Grades K-2

Requires Assessment
Provides Optional Assessment
No Assessment
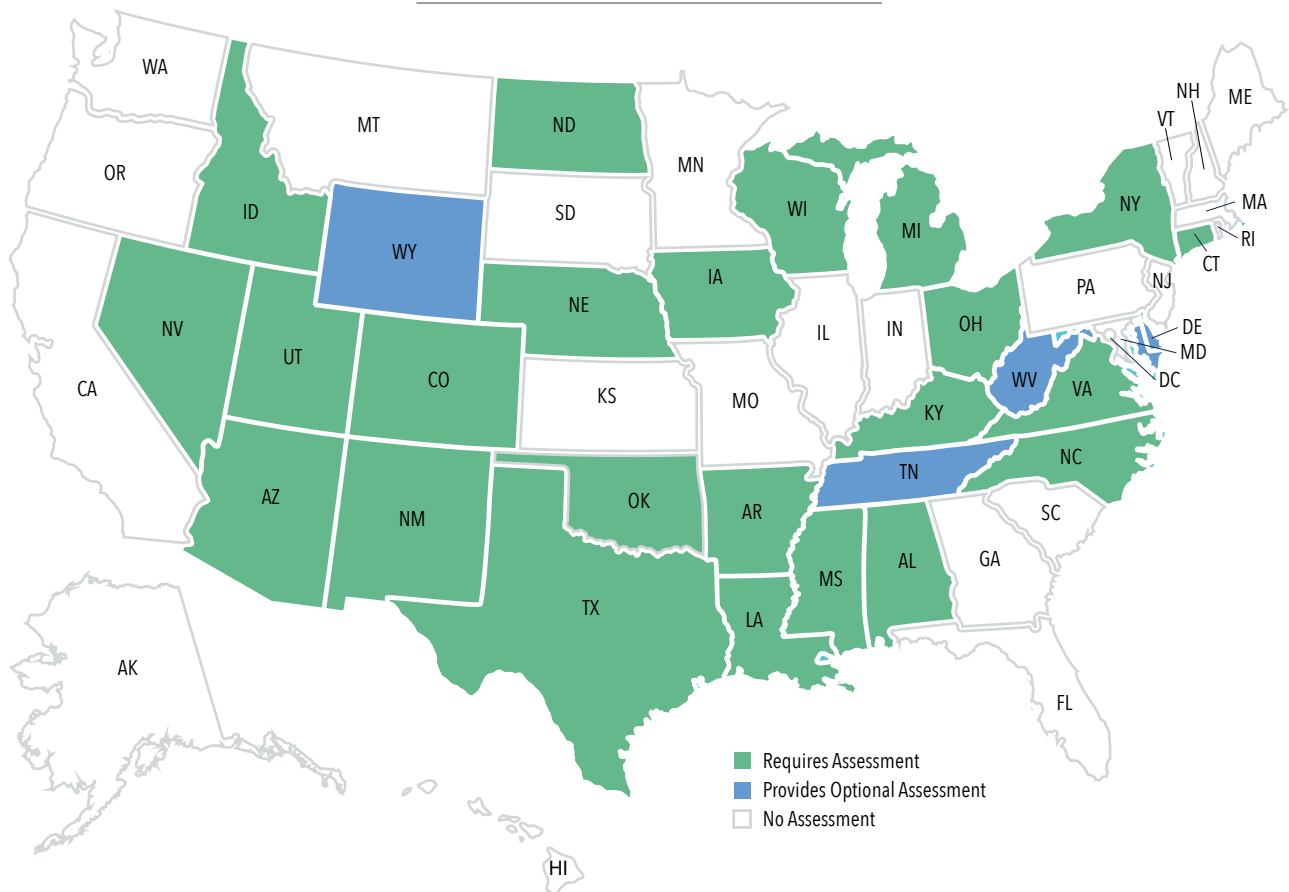
SOURCE: FutureEd Analysis

at Northern Illinois University. "That is missing in most schools."

And as with preschool assessments, K-2 screens risk being misused. Vendors are marketing computer-based literacy screeners, which can help flag students for reading difficulties, as diagnostic assessments. But the latter require measuring a much wider variety of reading skills and processes to develop detailed intervention plans, cautions Angela Rutherford, director of the center for excellence in literacy instruction at the University of Mississippi. ANet, a nonprofit that helps districts make better use of data for school improvement, urges the use of curriculum-aligned assessments that could provide

teachers with more granular and targeted data to inform literacy instruction.[23]

Recommendations

To ensure the nation's investments in early learning are paying off, states and the federal government need to make related investments in measuring quality. Important steps include:

Curriculum alignment: In many states, state-adopted curriculum lists for early education programs drive which assessments are used. Research has found that curricula with a specified scope and sequence,

developed by experts in a given subject, appear to be a promising route to improving program quality when combined with regular in-classroom coaching. Encouraging states to approve a smaller number of evidence-based curricular options aligned to their standards, as some states are now doing in grades K-12, could help incentivize a shift to better assessments. In some cases, however, those lists are approved via legislation, which makes them more difficult to change.

Clearly articulated uses: Given the burden involved in measuring early learning, states should be clear about how early learning assessments are to be used, including how the measures are used to support teaching. This could help counter early childhood educators' skepticism about assessments and their concerns about inappropriately pushing standardized testing down into earlier age groups. "If you can convince the teachers that these measures can and will be used for diagnostic purposes, then you have a much better chance of getting them on board," says William Gormley, a professor of government and public policy at Georgetown University who led pioneering evaluations of the Tulsa preschool program. "If it's just something evaluators or administrators are using, then they're going to be skeptical."

"There would be an appetite from practitioners and early childhood programs if [measures] were more practical, cheaper, and easier to implement," agrees Jennifer Brooks, who oversaw Head Start research and evaluation for the Administration of Children, Youth, and Families from 2010 to 2014.

Sampling: While teachers might need to assess every child regularly to track progress and inform instruction, the same effort is not required at the system level. Tracking a representative sample of children at the state or district level achieves better measures at less cost. "You don't have to assess all kids. That's a huge waste of money," says Barnett of the National Institute for Early Education Research. Sampling "is way more doable. Then the assessments for all the

kids can be formative. And if you wanted to aggregate the formative data, you could use the sample data to validate your more widespread assessment."

Teacher training: Measures designed to inform instruction are only useful if early childhood educators have adequate training to use the information effectively. The Texas Education Agency, for example, has provided side-by-side comparisons of the strengths and weaknesses of 14 approved early learning assessments. It is developing a series of eight videos on how teachers can use the data for ongoing improvement, from how to analyze and interpret results to how to communicate with families. Even more valuable is regular teacher coaching. In Michigan, for example, all state-funded preschool programs work with an early childhood specialist, who leads teaching teams in analyzing student-performance data and supports improvement efforts in classrooms.

Providing federal funding for quality, not just access: The Biden administration's commitment to universal preschool and to closing educational opportunity gaps may offer a chance to strengthen the use of early learning measures. The Obama administration provided money to validate new Quality Rating and Improvement Systems so that they could be strengthened, and it funded consortia of states and researchers to develop new kindergarten entry assessments.

The Biden administration could support additional, competitive grant opportunities that bring together researchers and practitioners to determine which early learning skills best predict school success; develop more domain-specific measures of those skills; and figure out how to combine those measures into comprehensive and actionable tools for the field. Technology-based solutions, such as apps, videotaped observations, online reporting platforms, and visualization dashboards, could make measures of early learning both easier and less expensive to administer and act on. There's also a need to develop better measures of executive functioning and social-

emotional learning, culturally sensitive measures, and assessments for young children from families whose primary language is not English.

Philanthropic support: Philanthropists could incentivize vendors—such as Teaching Strategies and Teachstone—to work with the research community to fine-tune their measures to better predict child outcomes in specific domains and to leverage technology to enable the use of high-quality tools at scale.

We know more than ever about the science of how young children learn and the conditions that support their development. Better measures of students' early learning are essential to help educators catch up with the expanding early learning knowledge base; to help ensure a strong return on the nation's investments in early learning; and, ultimately, to help the nation's students get the bright start to their school careers they deserve, at a moment when they need that help more than ever.

ENDNOTES

1 Because many states suspended or significantly modified their requirements for collecting early learning data during the pandemic, the report focuses on requirements in a more typical calendar year.

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22 Identifying Struggling Students - NCLD

23 Christina Lippert, Fill the pothole, don't repave the road: Ensuring your literacy data isn't a roadblock to student progress, February 23, 2021, Boston: A-Net.

TECHNICAL APPENDIX

FutureEd conducted research on the Quality Rating and Improvement System (QRIS), pre-K, kindergarten readiness/entry measures, and K-2 assessments used in all 50 states and the District of Columbia.

We first conducted in-depth interviews with officials in 11 states to begin to get a broad view of the early learning measurement landscape.

Next, we conducted extensive web-based research on early learning measurements in all 50 states and the District of Columbia. This includes state agency websites; the Build Initiative's Quality Compendium website, a catalogue and comparison of Quality Rating and Improvement Systems; the National Institute for Early Education Research (NIEER)'s The State of Preschool 2019: State Preschool Yearbook and related reports; the Education Commission of the States' 50-state comparison of State K-3 policies, and the Council of Chief State School Officers' 2019 K-2 assessments update.

Finally, we confirmed the results of our initial interviews and web-based research through contact with early learning officials in every state and the District of Columbia. For most states, we contacted at least one official about QRIS, one for pre-K, one for kindergarten readiness/entry, and one for K-2 assessments. We were successful in reaching officials in at least 39 states for each of these four areas.

Because many states suspended or significantly modified their requirements for collecting early learning data during the pandemic, the report focuses on requirements in a more typical calendar year.

APPENDIX

QRIS Requirements for Programs Serving 3- to 5-Year-Olds

	Formative Child Assessment	Classroom Observation of Teacher-Child	Frequency of Classroom Observation
ALABAMA	Local choice	Early Childhood Environment Rating Scale (ECERS) for preschool	Annually, every preschool classroom
ALASKA	Teaching Strategies (T.S.) GOLD with reliability required starting at Level 3	ECERS or Classroom Assessment Scoring System (CLASS)	Annual self-assessment at level 2, may request external assessor in one-third of classrooms. Level 3, 4, and 5 external assessment with minimum score requirements.
ARIZONA	Local choice	ECERS, CLASS	ECERS every 12-15 months at levels 1-2; ECERS and CLASS every 24-26 months for levels 3-5, one-third of classrooms randomly selected. Participants who are accredited or Head Start programs have a CLASS assessment first, and if they achieve the quality levels in CLASS, they will not have an ECERS assessment.
ARKANSAS	Local choice	ECERS	Every other year; one-third of classrooms randomly selected
CALIFORNIA	Desired Results Developmental Profile (DRDP) twice a year, Ages and Stages Questionnaire (ASQ) at child's entry and as indicated by results thereafter to receive points	ECERS	Every 2 years
COLORADO	Local choice	ECERS required; CLASS encouraged	Annually
CONNECTICUT	No QRIS	State-funded programs are required to achieve and maintain National Association for the Education of Young Children Accreditation; Environmental Rating Scale if not yet accredited	Annually for programs without national accreditation
DELAWARE	Local choice. State supports T.S. GOLD but other tools aligned with early learning standards may be used	ECERS	3-year cycle, every classroom
DC	Local choice; district and charter pre-K must use T.S. GOLD	CLASS	Annually, every classroom
FLORIDA	No statewide QRIS, county-level programs		
GEORGIA	Local choice	ECERS	Once every 3 years; one-third of classrooms randomly selected
HAWAII	No QRIS		
IDAHO	Programs must document children's development at level 4 and document weekly; must also demonstrate impact on teaching strategies at level 5	ECERS; in 2020, state began CLASS trainings and plans to expand use of CLASS for pre-K	Annually, random selection of up to half of classrooms

QRIS Requirements (continued)

	Formative Child Assessment	Classroom Observation of Teacher-Child	Frequency of Classroom Observation
ILLINOIS	Local choice	ECERS	All classrooms observed over 3- to 4-year cycle
INDIANA	Local choice	Rating visit based on state checklist	Annually
IOWA	Local choice	Providers may request ECERS	Ratings valid for 2 years
KANSAS	No QRIS (pilot)		
KENTUCKY	Local choice to earn additional points	ECERS	All classrooms observed over 3-year cycle
LOUISIANA	T.S. GOLD	CLASS	Local CLASS observations in every publicly funded early childhood classroom in fall and spring. Third party observations to ensure reliability in 50% of classrooms at every site for every age group
MAINE	Local choice	Local choice	Publicly funded pre-K programs are observed on at least a 3-year cycle using CLASS
MARYLAND	Local choice, required at level 5	To meet ratings 4 and 5, ECERS or CLASS conducted by a state-approved assessor	Once to meet quality rating 4; once every 5 years to maintain quality rating 5; quality rated 5 programs are accredited programs
MASSACHUSETTS	Local choice	ECERS; CLASS optional, will be required in future for preschool programs	ECERS self-assessment levels 1-2; technical assistance, level 3; reliable, trained observer at level 4
MICHIGAN	State-approved list	Program Quality Assessment (levels 4-5)	Every 2 years at levels 4 and 5
MINNESOTA	State-approved list	None	
MISSISSIPPI	No QRIS		
MISSOURI	No QRIS (pilot)		
MONTANA	Local choice	ECERS	Annually in all classrooms
NEBRASKA	Local choice to earn additional points	Program may choose ECERS or CLASS	30% of classes observed for initial rating. Step 4 expires after 3 years, so observed every 3 years to maintain rating; at step 5, every 5 years
NEVADA	State-approved list; Brigance Early Childhood Screen III annually for childcare facilities	ECERS	Biannually for child care facilities and pre-K
NEW HAMPSHIRE	Local choice	Will require ECERS	
NEW JERSEY	State-recommended list of curricula with aligned ongoing formative assessments	ECERS and CLASS required for ratings 3-5	ECERS and CLASS annually in all classrooms at levels 3-5

QRIS Requirements

	Formative Child Assessment	Classroom Observation of Teacher-Child	Frequency of Classroom Observation
NEW MEXICO	State-developed preschool observational assessment required for all public NM pre-K programs including pre-K, Title I, and special education (IDEA Part B)	ECERS and Teaching Pyramid Observation Tool (TPOT)	ECERS self-assessment required in each district and charter classroom. Staff must complete online training prior to self-assessment. Documents reviewed in the QRIS verification visit. In addition, Early Childhood Instructional Coaches conduct an inter-rater reliable TPOT both fall and spring. Verification visit completes a walk-through with items similar to ECERS and TPOT
NEW YORK	Local choice	ECERS for levels 3-5	Conducted every 3 years in random sample of classrooms
NORTH CAROLINA	State-approved list	ECERS	Annually, subset of randomly selected classrooms
NORTH DAKOTA	T.S. GOLD at steps 3 and 4	ECERS at step 2 and CLASS at step 4	ECERS in 33% of classroom selected randomly; CLASS conducted in every classroom. Quality Ratings are renewed every 3 years
OHIO	Local choice; participating programs may attend training for the Early Learning Assessment that is required for state-funded preschool and then use the assessment. The state also helps cover the costs for High Scope-COR Advantage and T.S. GOLD for publicly funded child care programs	Programs must conduct a classroom self-assessment that includes the quality of the environment and of staff/child interactions. Ohio Classroom Observation tool for levels 3-5	Randomly selected classrooms, level 3 ratings good for 2 years; levels 4-5 good for 3 years
OKLAHOMA	None	At level 3, programs must be nationally accredited or be a Head Start program that meets Head Start Performance Standards. Starting at level 2, non-Head Start programs that are not nationally accredited must conduct a program assessment using an assessment tool approved by Child Care Services.	Every 3 years
OREGON	State-approved list	ECERS, CLASS at level 5	Annually every classroom, at level 5
PENNSYLVANIA	State-approved list	ECERS or CLASS	Formal ECERS or CLASS every 3 years at levels 3 and 4
RHODE ISLAND	T.S. GOLD	ECERS	Programs rated levels 2-5 receive an on-site visit, one-third of classrooms selected randomly. Ratings are valid for 3 years
SOUTH CAROLINA	State-approved list	Intentional Teaching Tool	Annually, every classroom
SOUTH DAKOTA	No QRIS		
TENNESSEE	Local choice	ECERS	Annually

QRIS Requirements (continued)

	Formative Child Assessment	Classroom Observation of Teacher-Child	Frequency of Classroom Observation
TEXAS	State-approved list	Classroom Assessment Record Forms	Annually
UTAH	Local choice	ECERS	Annually
VERMONT	Local choice	ECERS for licensed child care and public pre-K; programs may also use CLASS if they earn 3 or more points in program practices on the Environmental Rating Scale (ERS)	ECERS all classrooms observed over 3-year cycle; CLASS fall and spring for participating programs
VIRGINIA	Local choice	ECERS, CLASS for levels 4 and 5	All classrooms observed over a 2-year cycle
WASHINGTON	T.S. GOLD encouraged; required for Early Childhood Education and Assistance Program (ECEAP)	ECERS and CLASS (Note: Effective 2021, QRIS will no longer require ECERS or CLASS but shift to a 3-year quality recognition cycle based on interviews and video submissions.)	All classrooms observed over a 3-year cycle (Note: Not required effective 2021 when the shift to the updated 3-year quality recognition cycle is implemented)
WEST VIRGINIA	No QRIS		
WISCONSIN	Local choice	ECERS on request	N/A
WYOMING	No QRIS		

Pre-K Assessment

	Formative Child Assessment	Frequency of Child Assessment	Type and Frequency of Classroom Observation
ALABAMA	T.S. GOLD, Devereux Early Childhood Assessment Preschool Program (DECA-P), Ages and Stages Questionnaire	Ongoing, formative	ECERS, CLASS, annually, every classroom; PPVT, randomly selected classrooms
ALASKA	T.S. GOLD	Ongoing, formative	Locally determined; which classrooms and how often determined locally
ARIZONA	Local choice	Ongoing, formative	ECERS every 12-15 months at levels 1-2. Levels 3 and above, ECERS and CLASS every 24-26 months, one-third of classrooms randomly selected. Participants who are accredited or Head Start programs have a CLASS assessment first and if they achieve the quality levels in CLASS, they will not have an Environmental Rating Scale assessment
ARKANSAS	Work Sampling System	Ongoing, formative	ECERS, every other year; one-third of classrooms randomly selected
CALIFORNIA	Desired Results Developmental Profile (DRDP) required for California State Preschool Program (CSPP), not for Transitional Kindergarten program	Up to 60 days from the child's enrollment, then every 6 months	ECERS, self-review annually; every 3 years by external rater; self-review plan submitted to state each year based on DRDP & ECERS & DRDP parent survey
COLORADO	T.S. GOLD or HighScope COR Advantage	Ongoing, formative	ECERS required; CLASS encouraged; some classrooms selected to be observed using ECERS each year. State department aggregates data to examine effectiveness of publicly funded programs.
CONNECTICUT	Local choice	Ongoing, formative	State-funded programs are required to achieve and maintain NAEYC accreditation; programs that have not yet been accredited must participate in an Environmental Rating Scale annually and prepare an improvement plan
DELAWARE	Delaware Early Learning Survey	Ongoing, formative	ECERS, all classrooms observed over 3-year cycle
DC	Early Development Instrument; DCPS T.S. GOLD, public charter schools and community-based organizations, local choice	Early Development Instrument (EDI) conducted every 3 years, completed by teacher in second half of school year	CLASS, annually in all classrooms
FLORIDA	Voluntary Prekindergarten Assessment (VPK)	Beginning and end of year. Providers on probation who have selected the staff development plan for their improvement strategy also administer VPK Assessment mid-year	CLASS is not a requirement for the state's Voluntary Pre-K program. It is, however, a requirement of the School Readiness Program, the state's child-care subsidy program
GEORGIA	Work Sampling System	Ongoing, formative	ECERS, CLASS, TPOT, annually in a randomly selected subset of classrooms; tools are also used for professional development and coaching

Pre-K Assessment (continued)

	Formative Child Assessment	Frequency of Child Assessment	Type and Frequency of Classroom Observation
HAWAII	T.S. GOLD	Fall, winter, spring data entry	CLASS 2 times a year (ideally beginning and end of school year); results of both reported annually to state legislature
IDAHO	No state-funded pre-K		
ILLINOIS	Local choice	3 reporting periods	ECERS, random sample, half of classrooms; all observed over 3- to 4-year cycle
INDIANA	I-SPROUT (Indiana's version of the RforK assessment) for special education only; otherwise local choice	I-SPROUT entry and exit; local choice ongoing formative. Kindergarten Readiness Indicators (KRI) will be implemented for the 2020-21 pre-K year for children enrolled in the state On My Way Pre-K program as legislation requires. KRI is for Indiana PreK children enrolled in On My Way pre-K programs	None required
IOWA	T.S. GOLD required for all children in a Statewide Voluntary Preschool Program (SWVPP), Shared Visions Preschool Program (SVPP) or Early Childhood Special Education (ECSE) services	Minimum of one checkpoint; encouraged to complete at least two checkpoints, fall and spring	ECERS; Shared Visions, providers may request site visit; Statewide Voluntary Preschool Program at least annually in every classroom
KANSAS	Local choice, must by approved by state education department	Entry and exit	None
KENTUCKY	State-approved list (HighScope COR, T.S. GOLD, Work Sampling System, APES, Carolina Curriculum)	Ongoing, formative	ECERS, all classrooms over 3-year cycle
LOUISIANA	T.S. GOLD	Ongoing with policy required checkpoints in October, February, and May	CLASS, fall, spring every classroom
MAINE	Local choice	Ongoing, formative	CLASS, all classrooms over 3-year cycle
MARYLAND	Schools and child care programs may adminster the MD Early Learning Assessment (R4K) available at no cost or other assessment tools of their choice	Ongoing, formative	Once to meet Quality Rating 4; once every 5 years to maintain Quality Rating 5; Quality Rated 5 programs are accredited programs
MASSACHUSETTS	Local choice	Ongoing, formative	ECERS currently required for Universal Pre-K programs; pre-K programs funded through Chapter 70 must do annual classroom observations but the tool is determined locally

		Pre-K Assessment		

	Formative Child Assessment	**Frequency of Child Assessment**	**Type and Frequency of Classroom Observation**
MICHIGAN	State-approved list (HighScope COR, T.S. GOLD, Work Sampling System, APES)	Ongoing, formative	CLASS or Program Quality Assessment (PQA), CLASS/PQA 3 times a year, only spring results reported to state for year-to-year trend data
MINNESOTA	State-approved list (Desired Results Developmental Profile, HighScope COR, T.S. GOLD, Work Sampling System)	Entry and exit; programs encouraged to collect data fall, winter, spring	TPOT for Voluntary Prekindergarten/SRP; CLASS for Head Start programs; TPOT annually all classrooms; CLASS all classrooms over 3-year cycle. Submit measuring impact report based on child data to MDE, OSEP reporting
MISSISSIPPI	Renaissance Star Early Literacy, Brigance III screener	Renaissance Star 2 times a year, Brigance 2 times a year	CLASS, at least annually in every classroom
MISSOURI	Desired Results Developmental Profile 2015 required for Missouri Preschool Program, recommended for programs funded through Missouri Pre-K Foundation Formula, Title I, and ECSE	2 times a year	ECERS required for Missouri Preschool Program, not Pre-K Foundation Formula funded programs, annually in all classrooms
MONTANA	No state-funded pre-K		
NEBRASKA	T.S. GOLD	Data submitted to state fall, winter, spring. Fall and spring checkpoints required for all district and Educational Service Unit pre-K programs. Winter checkpoint only if program has a Head Start partnership and/or uses Title I money for pre-K. GOLD data used to report child outcomes to Office of Special Education Programs and to prove child growth in development from NDE pre-K programs	Classrooms that receive early childhood grant funds from the state receive an ECERS observation fall and spring from a NE-reliable observer until overall score is a 5. Nebraska Department of Education conducts observations for all other districts on a 3- to 5-year cycle (depending on capacity) in 1-5 classrooms, depending on size of district, using either CLASS or ECERS (districts choose) by reliable observer.
NEVADA	State-recommended list and Brigance Early Childhood Screen III	Ongoing, formative; Brigance biannually	ECERS, biannually
NEW HAMPSHIRE	No state-funded pre-K		
NEW JERSEY	State-approved list (Early Learning Scale, HighScope COR, T.S. GOLD, Work Sampling System)	Ongoing, formative	Abbott programs choice of Marzano, Danielson Framework, TPOT, ECERS, annually in all classrooms

Pre-K Assessment (continued)

	Formative Child Assessment	Frequency of Child Assessment	Type and Frequency of Classroom Observation
NEW MEXICO	State-developed Preschool Observational Assessment, housed in Early Childhood Observation Tool (secure online application)	3 times a year, data reported to state	ECERS self-assessment required in each district and charter classroom. Staff must complete online training prior to self-assessment. Documents reviewed in the QRIS verification visit. In addition, Early Childhood Instructional Coaches conduct an inter-rater reliable TPOT both fall and spring. Verification visit completes a walk-through with items similar to ECERS and TPOT
NEW YORK	Local choice	Ongoing, formative	Observations locally determined, annual report to NYSED to monitor and track prekindergarten program effectiveness. A program shall be considered effective if the enrolled children demonstrate significant gains, as determined by the Commissioner, in language, cognitive, and social skills
NORTH CAROLINA	State-approved list (HighScope COR, T.S. GOLD, Work Sampling System, other); statewide license for T.S. GOLD	Ongoing, formative	ECERS, all classrooms observed over a multi-year cycle
NORTH DAKOTA	Does not require child assessments	N/A	None
OHIO	Early Learning Assessment (part of RforK comprehensive assessment system) required for state-funded preschool and preschool special education	2 times a year for each child; if used to meet QRIS requirement, ongoing	The Ohio Classroom Observation Tool, all classrooms observed annually
OKLAHOMA	Local choice	Ongoing, formative	Marzano or Tulsa Teacher Leader Effectiveness, all classrooms observed at least annually
OREGON	Oregon Pre-K, T.S. GOLD; Oregon Preschool Promise may use T.S. GOLD, APES, other	Ongoing, formative	CLASS, which programs and how often determined locally
PENNSYLVANIA	State-approved list for pre-K Counts and state-funded programs (Assessment Technology Incorporated: Galileo®, Cognitive ToyBox, Inc., Desired Results Developmental Profile, Frog Street AIM Observational Assessment, HighScope: COR Advantage, LifeCubby: The Vine Assessment, National Institute for Early Education Research (NIEER)/Early Learning Scale (ELS), Pearson: Work Sampling System, Pearson: Work Sampling System for Head Start, My IGDIs™: Profile of Preschool Learning and Development Readiness (ProLADR), Teaching Strategies LLC: Teaching Strategies GOLD®)	Ongoing, formative	Pre-K Counts programs may choose ECERS, Danielson, or TPOT, with annual observations in classrooms with Instruction 1-certified teachers. Head Start, CLASS, all classrooms over a 3-year cycle
RHODE ISLAND	T.S. GOLD	Ongoing, formative	ECERS, CLASS, annually in every classroom

Pre-K Assessment			
	Formative Child Assessment	**Frequency of Child Assessment**	**Type and Frequency of Classroom Observation**
SOUTH CAROLINA	State-approved list (PALS, GOLD, myIGDIs)	First 45 days and last 45 days	Early Learning and Literacy Classroom Observation tool, annually
SOUTH DAKOTA	No state-funded pre-K		
TENNESSEE	Pre-K Growth Portfolio Model	Annually	CLASS, ECERS, other, all classrooms observed over 3-year cycle
TEXAS	State-approved list (these tools assess the required 5 domains of early learning and development); CIRCLE Progress Monitoring; DIAL 4; Ready, Set, K!; Teaching Strategies GOLD; Frog Street Assessment. Other state-approved tools (these tools do not assess all 5 required domains of early learning and development and may be used in conjunction with others): LAP 3; BASC-3 BESS; ISIP Early Reading	Beginning and end of year, data due by end of school year	Other, all classrooms at least annually
UTAH	Prekindergarten Entry and Exit Portfolio	Beginning and end of school year	ECERS-3 required for preschool programs receiving state grants. For Becoming Quality programs, the state randomly selects a portion of classrooms to be observed at the beginning and end of the school year to measure improvement. For Expanded Student Access programs, an observation could be a year old. ECERS required in a minimum of one-third of classrooms for private providers; for LEAs, it's based on their total enrollment.
VERMONT	T.S. GOLD, Ages and Stages Questionnaire	Fall and spring checkpoints	CLASS, ECERS, all classrooms observed over 3-year cycle
VIRGINIA	Phonological Awareness Literacy Screening (PALS)	3 times a year	CLASS, all classrooms observed over 2-year cycle
WASHINGTON	T.S. GOLD	Quarterly	CLASS, ECERS, all classrooms observed over 3-year cycle. (Note: Not required effective 2021 when the shift to the updated 3-year quality recognition cycle is implemented) Annual state report on ECEAP outcomes
WEST VIRGINIA	Early Learning Scale Assessment, developed by National Institute for Early Education Research. PALS available free; use determined at county level	Early Learning Scale required to be completed 2 times a year	County pre-K teams have option to administer Environmental Rating System at their discretion. Each county must develop a continuous improvement process for pre-K which includes collecting and analyzing program data to establish goals and assure children have the best available resources prior to entering first grade
WISCONSIN	Literacy screener, local choice	Annually	4K program locally determined, Head Start programs, CLASS, all classrooms observed over 3-year cycle; 4K which classrooms and how often locally determined
WYOMING	No state-funded pre-K		

Kindergarten Entry Readiness Assessment

	Individual Child	Frequency	Reporting
ALABAMA	Alabama Kindergarten Inventory of Developing Skills (AlaKiDS) (Customized T.S. GOLD)	First month of the school year	Inform instruction
ALASKA	Alaska Developmental Profile	By Nov. 1	Aggregate results publicly reported
ARIZONA	Kindergarten Developmental Inventory- approved by the state board of education	Optional for districts; ongoing, formative	Data is reported 3 times a year to state
ARKANSAS	Kindergarten Readiness Indicator Checklist. Choice of three: I-Station (ISIP), MAP for Growth; Renaissance Star Early Literacy (STAR)	First few weeks of school	Inform instruction
CALIFORNIA	Desired Results Developmental Profile (DRDP)-School Readiness	Optional for districts; within first 8 weeks, can be repeated in spring	Inform instruction
COLORADO	State-approved list	Ongoing, including first 60 days	Inform Instruction
CONNECTICUT	Kindergarten Entrance Inventory	Middle to late October	Reported at state and district level
DELAWARE	Delaware Early Learning Survey (same tool as pre-K)	First 30 days of school, encourage ongoing use	Inform instruction
DC	None		
FLORIDA	Renaissance STAR Early Literacy Assessment	First 30 days, can give more often	Used in Voluntary Pre-K (VPK) rating; programs may be placed on probation if below minimum threshold
GEORGIA	Georgia Kindergarten Inventory of Developing Skills	Ongoing, progression-based formative	State-level results publicly reported
HAWAII	None		
IDAHO	None		
ILLINOIS	Kindergarten Individual Development Survey	First 40 days; can use in winter and spring to track progress	Annual state report
INDIANA	Indiana Tool for Alternate Reporting of Kindergarten Readiness, required only for special ed students, optional others	3 times a year	Document outcomes for students with disabilities
IOWA	Literacy screener; state-approved list	2 times a year, including first by Oct. 1	Annual state report publishes K readiness rate in literacy
KANSAS	Ages and Stages Questionnaire-3 and ASQ:SE-2	By Sept. 20 of the kindergarten year	State uses to track K readiness
KENTUCKY	Brigance Early Childhood K Screen III	First 30 days	Publicly report aggregate results

	Individual Child	**Frequency**	**Reporting**
LOUISIANA	DRDP-K or T.S. GOLD	Twice yearly, including first 30 days	Reported to state department to track K readiness
MAINE	None		
MARYLAND	Kindergarten Readiness Assessment (R4K)	Administer to every student or random sample by Oct. 10 each year.	State produces annual report
MASSACHUSETTS	None		
MICHIGAN	Michigan Kindergarten Entry Observation (RforK)	Three times a year, including first by Nov. 1	Results available at individual, classroom, school, and district level; used to compare how state pre-K children compare to their peers and to predict 3rd grade reading outcomes
MINNESOTA	Kindergarten Entry Profile (choice of T.S. GOLD, DRDP-K, HighScope COR, or Work Sampling System-K)	Optional for districts, first 8-10 weeks of school	Inform instruction
MISSISSIPPI	Mississippi State Kindergarten Readiness Assessment Instruction (includes Renaissance Star Early Literacy)	Twice yearly, including first 30 days	Track K readiness; aggregate results publicly reported
MISSOURI	None		
MONTANA	None		
NEBRASKA	None		
NEVADA	Brigance Early Childhood Screen III, NWEA MAP	Brigance first 30 days; MAP winter and spring	Individual interventions
NEW HAMPSHIRE	None		
NEW JERSEY	Joining RforK	Fall	TBD
NEW MEXICO	New Mexico Kindergarten Observation Tool (pre-K and kindergarten)	First 30 days	Inform teaching practice
NEW YORK	None required; districts often use screening tools that must meet minimum requirements in state regulations	New kindergarten entrants only	Used for local decision making
NORTH CAROLINA	N.C. Early Learning Inventory (subset of T.S. GOLD)	Within 60 days of enrollment	School readiness indicator
NORTH DAKOTA	None		
OHIO	Kindergarten Readiness Assessment-R (RforK)	By Nov. 1	Data published annually, informing QRIS revisions
OKLAHOMA	None		

Kindergarten Entry Readiness Assessment (continued)

	Individual Child	Frequency	Reporting
OREGON	State Kindergarten Entry Assessment	First 6 weeks of school	Analyze annual data for trends
PENNSYLVANIA	Pennsylvania Kindergarten Entrance Inventory	Optional for school districts, first 45 calendar days of the school year	District reports in February for those that opt in
RHODE ISLAND	None		
SOUTH CAROLINA	Kindergarten Readiness Assessment (K)	First 45 days	Targeted supports, inform resource decisions
SOUTH DAKOTA	Considering K readiness screener	None	None
TENNESSEE	Kindergarten Growth Portfolio Model	Annually	Used as part of teacher evaluation system, not as a kindergarten readiness measure
TEXAS	Texas KEA or mClassroom Assessment Scoring System (mCLASS) Texas reading assessment	Beginning, middle, end of year	Data submitted to state, progress monitoring
UTAH	Kindergarten Entry and Exit Profile (aligned with PEEP in pre-K)	First 3 weeks and end of year	Annual state report
VERMONT	Ready for Kindergarten! Survey	First 6-10 weeks of school	Annual report, track trends and monitor progress. part of VT's State Longitudinal Data System
VIRGINIA	VKRP comprehensive assessment (Phonological Awareness Literacy Screening, Early Mathematics Assessment System, Child Behavior Rating Scale)	Fall and spring	Results available at individual, classroom, school, district, state level
WASHINGTON	WaKIDS (based on T.S. GOLD)	Required by Oct. 31, district option to give 3 times a year	Results are reported on Washington State Report Card https://washingtonstatereportcard.ospi.k12.wa.us
WEST VIRGINIA	Early Learning Reporting System; though not an assessment, K is required to report one time per year on student progress toward mastery of grade-level standards using WV's Early Learning Reporting System	4 times a year	Inform instruction, family reports, results reported to state one time per year
WISCONSIN	Screening tool phonemic awareness and letter-sound knowledge, local choice	Annual	Target interventions; voluntary reporting of Phonological Awareness Literacy Screening, Star, and MAP data to state
WYOMING	Optional Interim Assessment	Fall/Spring	

K-2 Assessments

	Required	Frequency	Use
ALABAMA	ACAP Summative, Grade 2, ELA & Math	Spring	Baseline for 3rd-grade growth, not for accountability
	Recommended by the Literacy Task Force Aimsweb Plus, Indicator of Progress (ISIP), MAP Suite, Star Early Literacy & Star Reading, i-Ready Assessment, Classroom Assessment Scoring System (mCLASS), Alabama Edition by Amplify	Fall, winter, and spring; began fall 2020	Used by teachers for real-time monitoring of reading and math progress and timely intervention; helps schools meet annual screening and reporting requirements
ALASKA	None		
ARIZONA	State-approved list of universal literacy/dyslexia screeners for all K-3 students	First 3 weeks of school for screener; reading proficiency data due on Feb. 1 and June 1	Target interventions; professional development for teachers; state tracks trends
ARKANSAS	Literacy screener, all K-2 students, local choice. State-approved list of formative assessments for all K-2 students	Literacy screener start of year; formative at least 3 times a year	Intervention plans for students at risk of reading difficulties; data-informed instruction
CALIFORNIA	None	None	None
COLORADO	Interim assessments in K-2 from state-approved list to determine reading difficulties	Multiple times per year	Intervention plans for students; aggregate results at school, district, state level to inform policy
CONNECTICUT	Universal screener in reading K-3 chosen from state list	Beginning of year	Target interventions
DELAWARE	Delaware Early Learning Survey optional through grade 2	N/A	N/A
DC	None		
FLORIDA	None		
GEORGIA	None		
HAWAII	None		
IDAHO	Idaho Reading Indicator, K-3	Fall and spring, progress monitoring available throughout the year	Target interventions, determine funding for student support based on results aggregated by school, district, state level
ILLINOIS	None		
INDIANA	None		
IOWA	Universal literacy screener in K-3 from state-approved list	Fall, winter, spring	Target interventions
KANSAS	None		

K-2 Assessments (continued)

	Required	Frequency	Use
KENTUCKY	Brigance Early Childhood K Screen III	First 30 days	Publicly report aggregate results
LOUISIANA	Acadience Reading (formerly DIBELS Next), DIBELS 8th, System to Enhance Educational Performance (STEEP), Strategic Teaching and Evaluation of Progress (STEP)	First 30 days	Reported to state to track reading readiness; published in a reading report
MAINE	Local choice	None	None
MARYLAND	None		
MASSACHUSETTS	None		
MICHIGAN	Early literacy and math benchmark assessments; literacy screener K-3	Benchmark 3 times a year; literacy screener 3 times a year, including within the first 30 days	Develop individual reading plan for those at risk of reading difficulties; inform instruction
MINNESOTA	None		
MISSISSIPPI	Screener from state-approved list in grades K-3	At least 3 times a year	Diagnostic assessments for students who fail screeners to target support
MISSOURI	None		
MONTANA	None		
NEBRASKA	Reading assessment from a state-approved list for all K-3 students, except those with limited English proficiency or disabilities. Assessments must be approved by qualified NDE personnel or its designees, be reliable and valid, and align with appropriate academic content standards for reading adopted by the state board of education. The state has a list of currently approved assessments	3 times a year, with first given within the first 30 days of school	Identify students who may have a reading deficiency; measure progress toward grade-level reading skills
NEVADA	NWEA MAP K-3	Kindergarten in winter and spring; grades 1-3, fall, winter, spring	Target interventions and intensive instruction for reading deficiencies; annual report to legislature
NEW HAMPSHIRE	None		
NEW JERSEY	None		
NEW MEXICO	State-sponsored early literacy progress monitoring tools; Dyslexia Screener (1st grade)	Former, monthly progress monitoring; latter, start of school year	Inform grant-funded programs and legislative reporting; target student interventions in the classroom; identify students needing dyslexia services
NEW YORK	Locally decided using either non-standardized assessments or classroom-based assessment practices	At least once a year, typically as a post-assessment; pre-assessment is optional	Measure growth over the year; passed on to next year's teacher

	Required	Frequency	Use
NORTH CAROLINA	Diagnostic reading assessment in K-3 from state-approved list	Beginning, middle, and end of year	Target interventions
NORTH DAKOTA	Interim in grade 2, local choice	Multiple times per year	Data-informed instruction
OHIO	Reading diagnostic from state-approved list in K-3	Administered by Sept. 30 for grades 1, 2, and 3 and by Nov. 1 for K	On track/not on track data included in a district report card measure; used to develop reading improvement and monitoring plan for students not "on track"; district must develop plans with parents/guardians and teachers
OKLAHOMA	Reading diagnostic from state-approved list in K-3	Beginning, middle, and end of the school year	To identify students at risk for reading deficiency and provide interventions and for progress monitoring throughout the school year
OREGON	None		
PENNSYLVANIA	None		
RHODE ISLAND	None		
SOUTH CAROLINA	None		
SOUTH DAKOTA	None		
TENNESSEE	Optional grade 2 test in ELA and math, used by about 100 of 148 districts	Annual	Data-informed instruction
TEXAS	Kindergarten requires a state-approved tool for beginning of year literacy assessment; 1st and 2nd grade may use a state- or district committee-approved tool	Dyslexia Screening required at end of K and middle of 1st grade. Dyslexia screening for 2nd graders should be conducted on an as-needed basis. Early Reading Indicator (ERI) codes are due twice a year for K-2	Inform instruction, identify students for reading interventions
UTAH	Acadience benchmark reading assessments grades 1-3	3 times a year	Target interventions, plan instruction; prepare literacy intervention plan for districts where 60% or fewer of students make typical progress or better
VERMONT	None		
VIRGINIA	PALS literacy screener K-3	Fall and spring in K; spring in 1-3	Identify students for weekly intervention/remediation; inform state allocation of early intervention funds
WASHINGTON	None		
WEST VIRGINIA	Early Learning Reporting System required K, optional grades 1 & 2; PALS literacy screener optional pre-K-3, free for all classrooms	K required to report 1 time per year on student progress using Early Learning Reporting System	Locally determined
WISCONSIN	Literacy screener phonemic awareness and letter-sound knowledge, local choice	Annually	Target interventions and support. Schools are able to voluntarily upload PALS, Star, and MAP data into the state's secure database. Schools using other screeners are not required to submit results
WYOMING	Optional interim assessment, Wyoming Test of Proficiency and Progress, K-3	Fall 1-2, spring K-2 in reading and math	Inform instruction

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