

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 be 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 administer 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

Kindergarten Entry Readiness Assessment

	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 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	Spring Fall, winter, and spring; began fall 2020	Baseline for 3rd-grade growth, not for accountability 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 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

K-2 Assessments

	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