

VIII. ASSESSMENT TOOLS

How to Read the Tables

The assessment instruments are grouped into three tables. Table 1 lists the instruments which are multi-domain developmental measures. The list represents technically adequate instruments that are feasible for use by classroom personnel to administer on an ongoing/repeated testing basis such that they are embedded into the program's curriculum planning. Though not all of the listed instruments were designed as "authentic" measures, many can be used in an observational or "authentic fashion". Authentic methods are strongly encouraged whenever possible. Assessments of pre-academic skills and social-emotional skills are listed in Table 1 because they are essential for alignment with the state standards but are often omitted from multi-domain instruments.

Table 2 represents the instruments which are designed for specific developmental domains. These measures can be used in instances when more detailed information is desired with regard to a child's learning or functioning in a particular domain.

Table 3 represents a list of measures that apply especially well to children experiencing special needs or developmental delays. Note that some of the multi-domain developmental assessments listed in Table 1 may also be used with special needs children. By the same token, some of the instruments listed in Table 3 may be appropriate to use with typically developing children. Instruments listed in Table 3 are recommended for teachers to inform their teaching and can be used separate from and/or along with any assessment process related to special education placement.

Tables 4 and 5 provide a shorthand overview of how extensively the assessment tools cover the Key Learning Areas of the Early Learning Standards. In the future, tables will provide an overview of how the assessment tools cover the Kindergarten Standards.

Table 6 provides a quick glance at curriculum and the Pennsylvania Early Learning Standards for Pre-Kindergarten.

Column Categories

Age range	Refers to the age range for which the measure has been developed.
Standards the Early	Marks off which assessment tool is appropriate for either Learning Standards, Kindergarten Standards, or both.
Type definitions).	Norm-referenced or Criterion-referenced (see
Method of	Refers to the way data on child outcomes are collected.
Administration	Assessment can be administered to individual children, or through ongoing observations by teachers or other adults which are reported on check sheets/report forms, notes, portfolios, etc.
Time to administer	Refers to an estimated amount of time required to administer the measure or a subtest of the measure.
Reliability	Refers to one aspect of the technical adequacy of the measure. A range is reported in order to include information on sub-scores and total scores, as well as multiple informants. Internal consistency, test-retest, inter-rater, split-half are some of the types of reliability coefficients reported. A reliability of .8 or higher is preferred.
Comments	Brief descriptions of unique features.

Table 1: Authentic, Curriculum-Consistent Measures

Multi-domain Developmental Assessments	Age range	Standard		Type	Method	Time to administer	Reliability	Comments
		Early Learning	Kindergarten					
Ages and Stages Questionnaire (ASQ)	6 mo to 5 yrs	X	X	Norm-ref	Parent and teacher observation	10-30 min.	.44 to .58	
*Battelle Developmental Inventory (BDI), 2 nd Ed	0 to 8 yrs	X	X	Norm-ref	Individually administered	45-90 min. 10-30 min. for screener	.90 to .99	<i>Requires supervised training.</i> Parental input for social areas.
*Child Observation Record (COR) (High/Scope)	2.5 to 8 yrs	X	X	Criterion-ref	Teacher observation	Ongoing/Varies with classroom and child	.80 to .93	Training required. Parent report form.
Developmental Assessment of Young Children (DAYC)	0 to 6	X	X	Norm-ref	Teacher observation	10-20 min. per subtest	.94 to .99	
*Developmental Continuum (Creative Curriculum)	3 to 5 yrs	X		Criterion-ref	Teacher observation	Ongoing	.87 to .97	
Developmental Observation Checklist System (DOCS)	0 to 6 yrs	X	X	Norm-ref	Parent/teacher observation	30 min to complete 15-20 to score	.85 to .94	Instructions for use with special needs children.
*Early Screening Profiles Revised (ESP-R)	3.5 to 7 yrs	X	X	Norm-ref	Individually administered	15-30 min.	.66 to .91	Can be used for children with special needs. Cultural sensitivity not addressed. Home survey included.
Learning Accomplishment Profile-3 (LAP-3)	4 to 6 yrs	X	X	Criterion-ref	Individually administered	45 to 90 min.		
*Work Sampling System – 4 th Ed.	3 to 10 yrs	X	X	Criterion-ref	Teacher/parent observation	15 min for checklists	.87 to .94	Data collected through portfolios. Question and answer sheet for families.

Note: Though not all of the listed instruments were designed as “authentic” measures, many can be used in an observational or “authentic fashion”. Authentic methods are strongly encouraged whenever possible.

*Alignment at the indicator level was performed by the publisher rather than by an independent specialist.

Table 1 continued: Authentic, Curriculum-Consistent Measures

Assessments of Pre-academic Skills	Age range	Standard		Type	Method	Time to administer	Reliability	Comments
		Early Learning	Kinder garden					
Basic School Skills Inventory (BSSI-3)	4 to 7 yrs	X	X	Norm-ref	Teacher observation	5-8 min. per domain	.91 to .98	
Young Children's Achievement Test (YCAT)	4 to 8	X	X	Norm-referenced	Individually administered	25 to 45 min.	.83 to .99	
Boehm Test of Basic Concepts (Boehm-R)	K to 7 yrs		X	Norm-referenced	Individually administered	45 min.	.55 to .87	
*Bracken Basic Concepts Scale - Rev. (BBCS-R)	2.5 to 8 yrs	X	X	Norm-ref	Individually administered	30 to 45 min.	.88 to .94	<i>Requires extensive training.</i> Criterion referenced Spanish version. Shorter school readiness composite version.
*Brigance Comprehensive Inventory of Basic Skills (CIBS-K)	0 to 5.5 yrs	X	X	Norm-ref & Criterion-ref	Individually administered	30 to 40 min.	.70 to .99	<i>Requires extensive training.</i> Cultural sensitivity not specified. Computer scoring available. Shorter Screener version available.
*Kaufman Survey of Early Academic and Language Skills (K-SEALS)	3 to 7 yrs	X	X	Norm-ref	Individually administered	15 to 20 min.	.88 to .94	

Note: Though not all of the listed instruments were designed as "authentic" measures, many can be used in an observational or "authentic fashion". Authentic methods are strongly encouraged whenever possible.

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Table 1 continued: Authentic, Curriculum-Consistent Measures

Social Emotional Instruments	Age range	Standard		Type	Method	Time to administer	Reliability	Comments
		Early Learning	Kindergarten					
Ages and Stages Questionnaire-Social/Emotional	6 to 60 months	X	X	Curriculum Based/Criterion-Ref	Group/Individual	10-15 min.	.82 to .94	Can be used in conjunction with other developmental screening tools
*Devereux Early Childhood Assessment Program (DECA)	2 to 5 years	X		Norm-ref	Teacher observation	~ 10 min.	.55 to .94	Includes curricular materials and classroom strategies. Spanish version available.
Preschool and Kindergarten Behavior Scales (PKBS-2)	3 to 6 yrs	X	X	Norm-ref	Teacher observation	8-12 min.	.81 to .97	Separate score conversion tables are available for home-based and school-based raters. Record forms available in Spanish.
Social Competence and Behavior Evaluation (SCBE)	2.5 to 6.5 yrs	X	X	Norm-ref	Teacher observation	~15 min.	.72 to .91	Teacher and Parent report. Spec. needs included. Interpretation requires clinical training. Available in Spanish & French. Reliable abbreviated version.
Social Skills Rating System (SSRS)	PreK form: 3 to 6 yrs Elem form: K to 6 grd	X	X	Norm-ref	Teacher observation	10-25 min.	.57 to .91	Parent observations. Training in psychological testing needed. Computer scoring available.
*Vineland Social-Emotional Early Childhood Scales (SEEC)	0 to 6 yrs	X	X	Norm-ref	Interview	15 to 25 min.	.71 to .79	Parent report. Interview conducted by trained interviewer.

Note: Though not all of the listed instruments were designed as "authentic" measures, many can be used in an observational or "authentic fashion". Authentic methods are strongly encouraged whenever possible.

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Table 2: Specific Early Learning Skills Measures

Reading/Pre-academics	Age range	Standard		Type	Method	Time to administer	Reliability	Comments
		Early Learning	Kindergarten					
Comprehensive Test of Phonological and Print Processing (CTOPP)	5 to 24 yrs		X	Norm-Ref	Individually administered	30 min	.70 to .92	
Pre-Comprehensive Test of Phonological and Print Processing (Pre-CTOPP) (under development)	3 to 6 yrs	X		Norm-Ref	Individually administered			Under Development
Dynamic Indicators of Basic Emergent Literacy Skills (DIBELS)	K to 3 rd grade		X		Individually administered	Screener 1-5 min.	.72 to .97	Designed to be short (one minute) fluency measure used to regularly monitor the development of pre-reading and early reading skills.
Early Literacy Skills Assessment (ESLA)	3 to 5 yrs	X	X	Criterion-Ref	Individually administered	30 min	.64 to .86	Conducted in the format of a storybook, stopping where indicated to ask questions
Get Ready To Read!	3.5 to 5 yrs	X			Individually administered	Screener 10-15 min.	.78	Validated Spanish version.
*Phonological Awareness Literacy Screening (PALS-PreK)	4 year olds	X		Criterion-Ref	Individually administered	20-25 min.	.75 to .94	Manual includes instructional interpretations of results. Internet data entry.
Phonological Awareness Literacy Screening (PALS-K)	5 to 6 yrs		X	Criterion-Ref	Individually administered	30 min.	.71 to .94	
Phonological Awareness Literacy Screening (PALS-1-3)	1 st to 3 rd grade		X	Criterion-Ref	Individually administered	30 min.	.86 to .92	
Test of Early Reading Ability, 3 rd Ed. (TERA-3)	3.5 to 8.5 yrs	X	X	Norm-ref diagnostic measure	Individually administered		.88 to .98	

Note: These instruments could be used in addition to the instruments in Table 1 for cases in which more detailed assessment of a specific developmental domain is warranted or desired.

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Table 2 Continued: Specific Early Learning Skills Measures

Language	Age range	Standard		Type	Method	Time to administer	Reliability	Comments
		Early Learning	Kindergarten					
Diagnostic Evaluation of Language Variation (DELV)	4 to 12 yrs		X	Criterion-ref	Individually administered	Screening: 10-15 min. Diagnostic: 45 min.	Not available yet.	Scores 1) degree of language variation & 2) risk for disorder. Sensitive to variations from mainstream English.
Preschool Language Scale - 4 th Ed. (PLS-4)	0 to 7 yrs	X	X	Norm-ref	Individually administered	20-45 min.	.82 to .98	Validated and normed Spanish version.
Test of Early Language Development (TELD-3)	2 to 8 yrs	X	X	Norm-ref	Clinician administered	15 to 45 min		
Oral Written and Language Scales (OWLS)	3 to 22 yrs	X	X	Norm-ref	Individually administered	20 to 30 min. per subscale	.80 to .89	
Mathematics								
Test of Early Mathematics Ability-3 rd Ed. (TEMA-3)	3 to 9 yrs	X	X	Norm-ref or can be used as a diagnostic instrument	Individually administered	40 min	.80 to .94	A separate <i>Probes</i> guide provides a series of follow-up questions to be used after the standard testing to examine children's methods of solution

Table 3: Disability-Sensitive Measures

Name of Instrument	Age range	Standards		Type	Method	Time to administer	Reliability	Comments
		Early Learning	Kinder garden					
Adaptive Behavior Assessment Scale II (ABAS)	Birth to adulthood	X	X	Norm-ref/ Criterion Ref	Individually administered	15 min	.80 to .90	
Ages and Stages Questionnaire-Developmental (ASQ)	4 to 60 months	X	X	Curriculum-Based/ Criterion Ref	Group admin.	10-30 min.	.44 to .94	Evaluations at 4-month intervals.
Ages and Stages Questionnaire-Social/Emotional	6 to 60 months	X	X	Curriculum-Based/ Criterion Ref	Group/ Individual	10-15 min.	.82 to .94	Can be used in conjunction with other developmental screening tools
Assessment, Evaluation, and Programming System (AEPS)	Birth to 6 yrs	X	X	Curriculum-Based/ Criterion Ref	Individually administered			It is useful and effective for close monitoring and individualized instruction
Carolina Curriculum for Preschoolers with Special Needs	24 to 60 months	X		Curriculum-Based/ Criterion Ref	Group/ Individual			
Communication and Symbolic Behavior Scale-Developmental Profile	8 months to 6 years	X	X	Curriculum-Based/ Criterion Ref	Individually administered	5-30 min.		
Every Move Counts	Young children with severe disabilities	X		Curriculum-Based/ Criterion Ref	Individually administered			
Pediatric Evaluation of Disability Inventory (PEDI)	8 mos to 6 yrs	X	X	Curriculum-Based/ Criterion Ref	Individually administered	45-60 min.	.79 to .99	
Project Oregon Curriculum for Blind and Visually Impaired Preschool Children	Birth to 6.0 years	X	X	Curriculum-Based/ Criterion ref	Individually administered			
Temperament and Atypical Behavior Scales (TABS)	11 to 71 months	X	X	Norm-ref/ Criterion Ref	Individually administered	5-15 min.	.84 to .95	

Table 4: Quick Glance of Coverage of Early Learning Standards for Pre-Kindergarten by the Curriculum-Consistent Measures

Name of Instrument	Approach To Learn	Exp Lang	Recept Lang	Compr- hension	Literacy	Logical Math	Personal Social	Physical Motor	Science	Social Studies	Creative Arts	Program Partners
Basic School Skills Inv (BSSI-3)	X	X	X	X	X	X	X					
*Battelle Dev. Inv. 2nd Ed. (BDI-2)	X	X	X	X	X	X	X	X	X	X	X	X
*Bracken Basic Concepts Scale - Rev. (BBCS-R)					X	X	X		X			
*Brigance (IED-2)		X	X	X	X	X	X	X				
*Kaufman Survey of Early Acad. and Language Skills (K-SEALS)	X	x	X		X	x						
*Child Observation Record (COR)	X	X	X	X	X	X	X	X			X	X
Dev. Assessment of Young Children (DAYC)	X	X	X	X	X	X	X	X				
*Dev. Continuum (Creative Curric.)	X	X	X	X	X	X	X	X	X	X	X	X
Dev. Obs. Checklist System (DOCS)	X	X	X	X	X	X	X	X				X
Early Screening Profiles (ESP-R)		X	X					X				
*Work Sampling System - 4 th Ed.		X	X	X	X	X	X	X	X	X	X	X
Young Children's Achiev. Test (YCAT)		X			X	X						

Note that an "X" indicates coverage even if just at a *minimal* extent.

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Table 5: Quick Glance of Coverage of Early Learning Standards for Pre-Kindergarten by the Disability-Sensitive Measures

Name of Instrument	Approach To Learn	Exp Lang	Recept Lang	Compr- hension	Literacy	Logical Math	Personal Social	Physical Motor	Science	Social Studies	Creative Arts	Program Partners
Adaptive Behavior Assessment Scale II (ABAS)	X	X	X		X	X	X	X				
Ages and Stages Questionnaire-Devel.	X	X	X	X		X	X	X			X	
Ages and Stages Questionnaire-S/E	X	X	X				X				X	
Assessment, Evaluation, and Programming System (AEPS)	X	X	X		X	X	X	X			X	
Carolina Curriculum for Preschoolers with Special Needs	X	X	X		X	X	X	X			X	
Communication and Symbolic Behavior Scale- Developmental Profile	X	X	X		X	X	X				X	
Every Move Counts		X	X				X				X	
Pediatric Evaluation of Disability Inventory (PEDI)	X	X	X				X	X			X	
Project Oregon Curriculum for Blind and Visually Impaired Preschool Children	X	X	X		X	X	X	X			X	
Temperament and Atypical Behavior Scales (TABS)	X	X	X				X				X	

IX. CURRICULUM RESOURCES

Table 6 provides a shorthand overview of how extensively the curriculum products cover the Key Learning Areas of the Early Learning Standards. Note that an "X" indicates coverage even if just at a minimal extent.

Table 6: Quick Glance of Coverage of the Early Learning Standards by Early Childhood Curriculum Resources

Name of Curriculum Resource	Approach To Learn	Exp Lang	Recept Lang	Compr- hension	Literacy	Logical Math	Personal Social	Physical Motor	Science	Social Studies	Creative Arts	Parent Partners
Active Learning Series for 3s and 4s	X	X	X	X	X	X	X	X	X		X	
*Creative Curriculum	X	X	X	X	X	X	X	X	X	X	X	X
*High/Scope	X	X	X	X	X	X	X	X	X	X	X	X
*Innovations Comprehensive Preschool Curricula	X	X	X	X	X	X	X	X	X	X	X	X
*Opening the World of Learning (OWL)	X	X	X	X	X	X	X	X	X	X	X	

Forthcoming Comprehensive Curriculum materials for review include

- Houghton Mifflin Pre-K Curriculum
- Spark Curriculum for Early Childhood
- Developmental Learning Materials – DLM Childhood Express

Curriculum Materials for Specific Early Childhood Learning Standards Key Learning Areas

Literacy and Language

- Children's Literacy Initiative Blueprint Curriculum
- Doors to Discovery
- Language for Learning
- Learning Language and Loving It
- Phonological Awareness in Young Children
- Preschool Ladders to Literacy
- Read Together, Talk Together
- Sing, Spell, Read & Write

Mathematics

- Big Math for Little Kids
- Building Blocks—Foundations for Mathematical Thinking, Pre-K to 2: Research-based Materials Development
- Distar Math 1 and 2
- Everyday Mathematics

Science

- Discovery Science: Exploration for the Early Years
- Worms, Shadows, and Whirlpools: Science in The Early Childhood Classroom

Social Skills

- Second Step Preschool/Kindergarten
- Peaceful Kids Conflict Resolution Program
- Preschool PATHS (Providing Alternative Thinking Strategies) Curriculum