

ASSESSMENT MATRIX  
*O-4 Years-Old*



ASSESSMENT TOOL EVALUATION FOR CHILDREN AGE 0-4 YEARS-OLD  
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**LENA** | Early Learning  
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To help Fort Worth and surrounding communities adopt a common comprehensive assessment tool for children ages 0-4 years, Lena Pope identified the key components that a tool should include and researched options to identify which tool(s) met the criteria.

**1: AGE RANGE 0-4 YEARS**

It was determined that there are few assessment tools readily available for the 0-4 years age range that include both social/emotional and academic components, yet there are several to measure academic readiness at the kindergarten level. Using researching tools that incorporated this age range would be of the utmost importance for the Early Learning Center’s needs.

**2: ACADEMIC COMPONENT**

Lena Pope believes it is essential to include the four major curriculum components in an assessment: math, reading/English language arts, science/technology, and social studies. These four main components align with the Texas Essential Knowledge and Skills (TEKS) guidelines as well as continue to be progress measures in the upper grade levels.

**3: SOCIAL/EMOTIONAL COMPETENCY COMPONENT**

Lena Pope strongly believes the key to a well-rounded and kindergarten ready child is one who is not only academically ready, but is socially and emotionally competent. Research indicates that a socially/emotionally competent child is more adequately prepared for school success than their peers. A social/emotional competency tool that will measure progress over time is preferred, however, we also considered social/emotional assessments based on observational checklists only. If the assessments are checklist only, they are noted as such.

**4: TECHNOLOGY/SOFTWARE COMPONENT**

This indicates whether the assessments require some sort of software component to be installed to execute the results. The technology aspect pertains to whether an electronic device must be utilized by either the student or the teacher in order to obtain data. These would include but are not limited to: tablets, laptops/ computers, etc.

**5: FLEXIBLE ADMINISTRATION (FLEXIBILITY, TIMEFRAME, ETC.)**

An assessment tool that can be administered at discretion with no set timeframe by the tool provider was also a key factor in this analysis. The preference is for an assessment tool to be given more than once a year so progress measures could be identified.

LENA POPE’S 0-4 YEARS OLD ASSESSMENT MATRIX

Assessment Tools	COMPONENTS FOR SUCCESSFUL ASSESSMENT TOOL						
	TEA Approved Prekindergarten Progress Monitoring Instrument	Age Range 0-4 Years	Academic Components	Social Emotional Competency Component	Technology & Software Component Required	Flexible Administration (Frequency, Timeframe, Etc.)	Research
<b>LENA POPE’S CURRENT TOOL</b> ASQ-SE		●		●	●	●	*1
<b>TEXAS KINDERGARTEN ENTRY ASSESSMENT (TX-KEA)</b>	●		● (LITERACY ONLY)	● (CHECKLIST ONLY)	●	●	*2
★ <b>Teaching Strategies GOLD</b>	●	●	●	● (checklist only)	●	●	*3
★ <b>COR Advantage by HighScope</b>	●	●	●	● (checklist only)	●	●	*4
<b>OTHER MODELS RESEARCHED</b>							
CIRCLE Progress Monitoring System	●		●	● (checklist only)	●	●	*5
NWEA Children’s Academic Assessment			● (literacy and math only)		●	●	*6
CLASS (Classroom Assessment and Scoring System)	N/A (teacher assessment tool only)	N/A (teacher assessment tool only)	N/A (teacher assessment tool only)	N/A (teacher assessment tool only)	N/A (teacher assessment tool only)	N/A (teacher assessment tool only)	*7
Bracken School Readiness Assessment (BRSA)	●		● (math only)		●	●	*8
Developmental Indicators for the Assessment of Learning, 4th Edition (DIAL 4)	●			●	●	●	*9
Early Screening Inventory (ESI-R)	●			(identifies potential developmental issues)			*10
EVT-2	●	●	● (literacy only)		●		*11
InvestiGator Club Assessment & Intervention System	●	●	●	●		●	*12
Istations’s Indicators of Progress (ISIP)	●		● (literacy and math only)		●		*13
Kaufman Test of Educational Achievement 3rd Edition (KTEA-3)	●		● (literacy only)		●		*14
Learning Accomplishment Profile 3 (LAP-3)	●			●	●	●	*15
Peabody Picture Vocabulary Test 4th Edition (PPVT-4)	●		● (literacy only)			●	*16
Preschool Learning Scales 5th Edition (PLS-5)	●	●					*17
Preschool First	●	●	●	● (checklist only)			*18
Ready, Set, K!	●		●		●	●	*19
Vineland-3	●	●		●	●	●	*20
Behavior Assessment System for Children (BASC)	●			●	●	●	*21
Clinical Evaluation of Language Fundamentals 5th Edition (CELF-5)	●		● (literacy only)		●		*22
The Devereaux Early Childhood Assessment for Infants and Toddlers (DECA 2nd Step)				●	●	●	*23

★ *Teaching Strategies GOLD* and *COR Advantage by HighScope* are two tools that Lena Pope is considering to implement in the Early Learning Center as they are the most comprehensive tools found in the analysis.



## RESEARCH SOURCES:

- \*1: [http://agesandstages.com/wp-content/uploads/2015/03/asqse\\_technical\\_report.pdf](http://agesandstages.com/wp-content/uploads/2015/03/asqse_technical_report.pdf)
- \*2: Children's Learning Institute at University of Texas Health Science Center at Houston; TX Department of Education and TEA co-funded; over 2000 students in study across various cities in Texas; norm-referenced measures for predictive testing determined and reevaluated each semester of testing. <http://www.texaskea.org/background.html>
- \*3: Independent researchers; pride themselves in range of research methods, from multi-year efficacy studies to peer reviewed journal articles; have used teacher strategies and teacher ratings as one form of measurement; multiple theory papers. <https://teachingstrategies.com/our-approach/research/>
- \*4: "Rigorous validation by research staff with consultation from outside experts"; "field-tested for reliability and validity with children representing diverse program settings and a wide range of abilities and family backgrounds"; Florida and Ohio only states listed. <http://coradvantage.org/overview/>
- \*5: Children's Learning Institute uses Texas School Ready program which is research-based and ensures at-risk children received targeted instruction in critical school readiness skills; thousands of pre-K centers in Texas have implemented program since 2003; ongoing research to strengthen program; uses randomized controlled trials (RCTs) and is published in peer-reviewed journals. <http://texasschoolready.org/why-tsr-works>
- \*6: Looks like the Children's Progress Academic Assessment primarily uses case studies of specific schools (across America) to determine positive effects of test across schools. <https://www.nwea.org/resource/product/cpaa/>
- \*7: Ongoing classroom observation for best teacher practices; seems to be primary (perhaps only) measure. <http://curry.virginia.edu/research/centers/castl/class>
- \*8: In-progress data collection from Colorado schools as students take assessment; no further information provided at this time. [www.pearsonclinical.com](http://www.pearsonclinical.com)  
<http://www.claytonearlylearning.org/blog/tools-of-the-trade-the-bracken-school-readiness-assessment/>
- \*9: <http://images.pearsonclinical.com/images/ca/rti/index.htm>  
[http://images.pearsonclinical.com/images/products/dial-4/Alignment Comparison.pdf](http://images.pearsonclinical.com/images/products/dial-4/Alignment%20Comparison.pdf)
- \*10: Introduced in 1975; restandardized and data collection in 80s; last revision in 1993; initially used 6,031 children. <http://downloads.pearsonclinical.com/videos/ESI-R-Webinar-093014/ESI-R-Webinar-Handout-2014.pdf>
- \*11: Developed over 5-year period; co-normed alongside PPVT-4 test; national sample of individuals ranging in age from 2:6-90+; more than 5,500 individuals tested; approx. 3,500 used for normative scores; reliability coefficients in .90s for "almost every age or grade". <http://www.pearsonclinical.com/language/products/10000416/expressive-vocabulary-test-second-edition-evt-2.html#tab-details>
- \*12: States that curriculum matches research of best practices for pre-k training. [http://www.investigatorclub.com/AbouttheProgram/Research Base/tabid/64/Default.aspx](http://www.investigatorclub.com/AbouttheProgram/ResearchBase/tabid/64/Default.aspx)
- \*13: Various validity and effectiveness studies across subjects; "white papers" that detail scientifically based methods to build foundation of curriculum. <http://www.istation.com/Studies>
- \*14: Normative data collected July 2011 through July 2013; age-norm sample includes 3,000 individuals aged 4 to 25:11; grade norms based on 2,600 students in PK-12; used error analysis normative data for basis of research; core belief that error analysis is critical step for learning; error analysis provides information about level of mastery for specific skills and reflects specific processes that mediate performance at item level (this is unlike standard scores and percentiles). <http://www.pearsonclinical.com/education/products/100000777/kaufman-test-of-educational-achievement-third-edition-ktea-3.html#tab-details>
- \*15: Criterion-referenced assessment that incorporates recent research related to language and literacy and assimilates recent changes in the general population of young children; builds on 35 years of research through Chapel Hill Training Outreach. <https://www.kaplanco.com/product/10568/lap-3-kit?c=17%7CEA1035>
- \*16: Five-year period, standardized on national sample of individuals 2:6-90+ years; 5,500 tested and approx. 3,500 used for normative scores; reliability and coefficients in .90s range for all ages. <http://www.pearsonclinical.com/language/products/100000501/peabody-picture-vocabulary-test-fourth-edition-ppvt-4.html#tab-details>
- \*17: 1,400 children participated in standardization normative sample; collected in more than 45 states; clinical studies include developmental delay study and three language disorder studies; case studies include children identified as high risk and children with autism; multiple bias reviews conducted; additional sample of African American and Hispanic children tested to conduct statistical analysis of bias; reliability range from .80 to .97. <http://www.pearsonclinical.com/language/products/100000233/preschool-language-scales-fifth-edition-pls-5.html#tab-details>
- \*18: Mentions its basis in research about core principles for early learning; link broken to research base report. [http://www.preschoolfirst.com/pdf/2\\_0\\_curriculum\\_philosophy.pdf](http://www.preschoolfirst.com/pdf/2_0_curriculum_philosophy.pdf)
- \*19: Reports based on four goals of organization: school readiness, eliminate achievement gaps; high school college and career success, and community accountability; as with previous information found, this is very general and not seemingly connected to a specific assessment. <http://e3alliance.org/blueprint-initiative-summaries/>
- \*20: Not specific, but notes over 30 years of Vineland's use as a leading measure of personal social skills among psychologists and other professionals to identify intellectual and developmental disabilities; developmental delays, autism spectrum disorders, and other impairments. <http://www.pearsonclinical.com/psychology/products/100001622/vineland-adaptive-behavior-scales-third-edition--vineland-3.html>
- \*21: Mentions exceptional track record for providing complete picture of child's behavior; now in third edition after over 20 years of use by school and clinical psychologists. <http://www.pearsonclinical.com/education/products/100001402/behavior-assessment-system-for-children-third-edition-basc-3.htm>
- \*22: Simply mentions that more than 1,500 preschool-aged children participated in standardization. [www.pearsonclinical.com/language/products/100000316/celf-preschool-2-celf-preschool-2.html#tab-details](http://www.pearsonclinical.com/language/products/100000316/celf-preschool-2-celf-preschool-2.html#tab-details)
- \*23: <http://www.centerforresilientchildren.org/wp-content/uploads/2012/10/Measuring-DECA-Outcomes-Guide-12.11.14-FINAL.pdf>