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**Massachusetts Landscape: Early Learning Screening and Formative Assessment**

**Presentation to the   
Board of Early Education and Care**

**November 10, 2015**

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**Background**

* The Birth to Third Grade Advisory Group is a joint effort of:
  + Department of Early Education and Care
  + Department of Elementary and Secondary Education
  + Department of Higher Education
  + Department of Public Health
  + Strategies for Children
  + Readiness Centers Network
  + CONNECT Public Higher Education Partnership
* The group’s work was funded through a National Governors Association grant from 2013-2015.
* In March, 2015, the group released a “Comprehensive Birth Through Grade 3 Agenda for the Commonwealth of Massachusetts” that included five key components.

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**Comprehensive Birth to Third Grade Agenda Components**

**Image of a pie chart illustrating that A robust assessment system is a key part of the foundation for college and career success.**

* Providing comprehensive support services
* Aligning Early learning standards PreK-12
* Building a robust assessment system
* Enhancing Educator Effectiveness
* Increasing Family and Community Engagement

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**Why Focus on Building a Robust Assessment System?**

* Research shows evidence that appropriate use of formative assessment informs teaching practices that **produce significant learning gains** for children.
* An assessment system should include **observational** **formative assessment**, so teachers can tailor instruction to the individual needs of children.
* A **coherent and aligned assessment strategy** for the early years can provide stakeholders – teachers, parents, administrators and policymakers – with a better understanding of how young children are developing.

**Effective practice- whether educational or clinical- starts with comprehensive assessment.**

*Source: Lesaux, N., “Turning the Page: Refocusing Massachusetts for Reading Success,” Strategies for Children, 2010*

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**Recipe for A Strong Assessment System: Universal Measures**

* Formative Measures - **Ongoing use as needed to calibrate practice**
* Screening Measures - **Periodic check-in on student mastery against external benchmarks**
* Outcome Assessment - **Annual, summative assessment of student achievement in broad content areas**

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**Early Learning Assessment System Framework**

* **Screening**
* Diagnostic Assessments
* **Formative** **Assessment**
* Summative Assessment
* **Compile the data & put it in the hands of educators & families**
* **Educators & families make informed decisions about what’s best for the child**

**Improving child outcomes through:**

* Instructional Improvement
* Program Improvement
* Policy Change

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**The Climate of Assessment**

**Collection of student data**

**Unprecedented amounts of data are collected on today’s children and youth.**

**And typical assessment practices are:**

* **Largely a matter of compliance**
* **Relatively poorly understood at all levels of the system**
* **Very time consuming and often anxiety provoking**
* **Often politicized**

**Productive and effective use of data**

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**Why Does Early Learning Assessment Matter?**

**Research shows that children who are not proficient by the end of 3rd grade are:**

* More likely to drop out of school
* Less likely to graduate from high school
* More likely be to earn low wages as an adult, furthering the challenge of intergenerational poverty; and
* Less likely to be successful in the global economy.

*Sources: Annie E. Casey Foundation; Campaign for Grade Level Reading*

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**Grade 3 MCAS Performance - English Language Arts % proficient or higher**

**Image of a line graph comparing Overall performance with (a) economically disadvantaged, (b) IEP and (c) ELL students**

**Slide 10**

**Grade 3 MCAS Performance – Math   
% proficient or higher**

**Image of a line graph comparing Overall performance with (a) economically disadvantaged, (b) IEP and (c) ELL students**

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**Why Does Early Learning Assessment Matter?**

* **More children should be proficient in ELA and Math by the end of 3rd grade to ensure future success.**
* **A coherent and aligned assessment strategy can provide stakeholders- teachers, parents, administrators and policymakers- with a better understanding of how young children are developing to inform and improve 3rd grade proficiency.**

***What is our current early learning assessment strategy at the federal, state and local levels?***

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**Early learning assessment in Massachusetts**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Agency** | **Program** | **Required Screening?** | **Required Formative Assessment?** |
| U.S. Office of Head Start | Early Head Start/Head Start | X | X |
| U.S. Department of Ed | Pre-K Special Education | X | X |
| MassHealth | Pediatric Well Visits | X |  |
| DESE | Full-day K Expansion/MKEA |  | X |
| DPH and Children’s Trust | Home Visiting | X |  |
| SAMHSA/DPH | Project LAUNCH | X |  |
| EEC/PCHP | Parent Child Home Program | X |  |
| EEC | Coordinated Family and Community Engagement | X | X |
| EEC | Quality Rating Improvement System | X | X |
| EEC | Universal Pre-k |  | X |
| Local School Districts | Public School Pre-k/K | X |  |

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**Early Learning Assessment Tools**

|  |  |
| --- | --- |
| **Agency** | **Program** |
| **U.S. Office of Head Start** | **Early Head Start/Head Start** |
| U.S. Department of Ed | Pre-K Special Education |
| MassHealth | Pediatric Well Visits |
| DESE | Full-day K Expansion/MKEA |
| DPH and Children’s Trust | Home Visiting |
| SAMHSA/DPH | Project LAUNCH |
| EEC/PCHP | Parent Child Home Program |
| EEC | Coordinated Family and Community Engagement |
| EEC | Quality Rating Improvement System |
| EEC | Universal Pre-k |
| Local School Districts | Public School Pre-k/K |

**Screening Tools:**

**“Research/ Evidence Based”?**

**Brigance?**

**PEDS?**

**SWYC? ASQ?**

**CES-D? Edinburg? CBT?**

**PACT?**

**PPVT?**

**PLS-5?**

**RTI?**

**Formative Assessment Tools:**

**“Curriculum based”?**

**TS-Gold?**

**Work Sampling?**

**ASQ?**

**High Scope COR?**

**Creative Curriculum?**

**DIBELS?**

**AIMS web?**

**RTI?**

**CBT?**

**PACT?**

**PPVT?**

**PLS-5?**

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**Recipe for A Strong Assessment System: Universal Measures**

* Formative Measures - **Ongoing use as needed to calibrate practice**
* Screening Measures - **Periodic check-in on student mastery against external benchmarks**
* Outcome Assessment - **Annual, summative assessment of student achievement in broad content areas**

***Do current assessment requirements support a robust assessment system?***

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**Early Learning Assessment Practices in Other States**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **Illinois** | **Maryland** | **Pennsylvania** | **Washington** |
| **Screening** | Conduct developmental screening within 60 days. Providers select from list of recommended tools | Conduct developmental screening within 90 days of enrollment. Providers must use ASQ-3, Best Beginnings Developmental Screen, Brigance Early Childhood Screen III,  DIAL-4, or ESI-R | Must use developmentally appropriate screening. ASQ is the only recommended  tool | Must use developmental screening tool that is valid and conduct screening within 90 days of enrollment |
| **Formative**  **Assessment** | Programs in QRIS must use assessment tool that aligns with the curriculum. No specific tools required for QRIS, but programs in Pre-K select from list of approved tools | Pilot testing “Early Learning Assessment” formative assessment tool for Pre-K and QRIS. Was developed jointly with Ohio | Programs in QRIS and Pre-K must use state-approved tool, including  Assessment Technology Incorporated: Galileo;  Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Head Start and REAL Kindergarten Readiness; NIEER/Lakeshore: Early Learning Scale (ELS); Pearson: THE WORK SAMPLING SYSTEM; Teaching Strategies GOLD | Programs participating in Pre-K must use TS GOLD. Programs participating in QRIS get extra points for using TS GOLD, but not required. |

**\* Includes screening and assessment policies for QRIS and state-funded pre-k only.**

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**Screening Requirements in Other States**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **State** | **Program** | **Required Tools** |
| **Illinois** | QRIS and State Pre-K | Must select from list of approved tools |
| **Maryland** | QRIS, State Pre-K and Licensing (in 2016) | ASQ-3, Best Beginnings Developmental Screen, Brigance Early Childhood Screen III,  DIAL-4, or ESI-R |
| **Pennsylvania** | QRIS, State Pre-K and State HS Supplement | Must use ASQ or developmentally appropriate tool |
| **Washington** | QRIS and State Pre-K | No specific tools required |

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**Formative Assessment Requirements in Other States**

|  |  |  |
| --- | --- | --- |
| **State** | **Program** | **Required Tools** |
| **Illinois** | QRIS and State Pre-K | No specific tools required for QRIS.  Pre-K programs select from list of tools including Batelle Developmental Inventory; Brigance Inventory of Developing Skills; Assessment Evaluation and Programming Systems; Child Observation Record; Creative Curriculum Developmental Continuum; TS Gold; Work Sampling |
| **Maryland** | QRIS and State Pre-K | Pilot testing “Early Learning Assessment” formative assessment tool |
| **Pennsylvania** | QRIS, State Pre-K and State HS Supplement | Assessment Technology Incorporated: Galileo; Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Head Start and REAL Kindergarten Readiness; NIEER/Lakeshore: Early Learning Scale (ELS); Pearson: WORK SAMPLING SYSTEM; Teaching Strategies GOLD |
| **Washington** | QRIS and State Pre-K | TS Gold |

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**Discussion and Next Steps**

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**APPENDICES**

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**Names of Acronyms for Screening and Assessment Tools**

|  |  |
| --- | --- |
| **ASQ, ASQ:SE**: Ages and Stages Questionnaire, Ages and Stages Questionnaire Social Emotional | **JOILET**: 3-minute speech & language screen |
| **BDI**: Battelle Developmental Inventory | **MST**: McCarthy Screening Test |
| **BITSEA**: Brief Infant Toddler Social Emotional Assessment | **PEDS**: Parents Evaluation of Developmental Status |
| **CLASS**: Classroom Assessment Scoring System | **PLS-5**: Preschool Language Scales 5th edition |
| **DABERON** Screening for School Readiness | **PPVT**: Peabody Picture Vocabulary Test |
| **DIBELS**: Dynamic Indicators of Basic Early Literacy | **RTI**: Response to Intervention |
| **DRA**: Developmental Reading Assessment | **SIB-R**: Scales of Independent Behavior-Revised |
| **ECERS**: Early Childhood Environmental Rating System | **SWYC**: Surveillance of Wellbeing of Young Children |
| **ERI**: Early Reading Inventory | **TS Gold**: Teaching Strategies Gold |
| **ESI**: Early Screening Inventory | **WSS**: Work Sampling System |
| **High Scope COR**: High Scope Child Observation Record |  |

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**References**

* Riley-Ayers, S. (2014). Formative assessment: Guidance for early childhood policymakers (Policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes. <http://ceelo.org/wp-content/uploads/2014/04/ceelo_policy_report_formative_assessment.pdf>
* Schilder, D. & Carolan, M. (2013). Monitoring and Evaluation Policies (Policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes. <http://ceelo.org/wp-content/uploads/2013/12/State-Pre-K-Monitoring-and-Evaluation-Policies.pdf>
* Schilder, D. & Carolan, M. (2014). State early childhood assessment policies. (Policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes. http://ceelo.org/wp-content/uploads/2014/03/CEELO\_policy\_snapshot\_child\_assessment\_march\_2014.pdf
* Schultz, T. (2015). Making pre-K 3 assessments matter. (Powerpoint Presentation. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes. <http://ceelo.org/wp-content/uploads/2015/07/ceelo_presentation_schultz_making_pk_assessment_matter_2015_june.pdf>
* Snow, C. E., & Van Hemel, S. B. (Eds.). (2008). Early childhood assessment: Why, what, and how. Washington, DC: National Academies Press. http://www.nap.edu/read/12446/chapter/1

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**Additional Sources of Information**

* Council of Chief State School Officers Kindergarten Assessment Position Paper <http://www.ccsso.org/Documents/CCSSO_K-Assessment_Final_7-12-11.pdf>
* Education Commission of the States: Policy Analysis Topics, P-3 Kindergarten <http://www.ecs.org/html/educationIssues/ECSStateNotes.asp?nIssueID=260>
* Early Learning Challenge Collaborative - Kindergarten Entry Assessments <http://www.elccollaborative.org/assessment/77-kindergarten-entry-assessment.html>
* NAEYC Assessment Policy Considerations <http://www.naeyc.org/files/naeyc/file/research/Assessment_Systems.pdf>
* National Institute for Early Education Research Assessment Resources <http://nieer.org/research/assessment>
* Regional Education Lab for Northeast and Islands at EDC http://www.relnei.org/events/event- archive/bridge-webinar-early-childhood- assessment.html and [http://archive.relnei.org/documents/RDR\_2011-09- 30\_Kindergarten\_Readiness.pdf](http://archive.relnei.org/documents/RDR_2011-09-%2030_Kindergarten_Readiness.pdf)