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⭐STATE TECHNICAL ASSISTANCE REPORT

COMPREHENSIVE ASSESSMENT SYSTEMS IN PRESCHOOL DEVELOPMENT AND EXPANSION GRANT STATES

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This document compiles information from multiple sources to offer readers a snapshot of Preschool Development and Expansion Grant (PDG) states' progress towards implementing a full comprehensive assessment system, as well as the tools they are using for each of the components. The PDG states were asked to address comprehensive assessment in their initial applications by describing how they would measure preschool quality, track student progress, and measure student outcomes, including school readiness across the five essential domains. States differ in their systems approach to assessment with varying perspectives on the domains that should be assessed, whether to allow choice in tool selection, the desired outcomes as they relate to the state's definition of school readiness, and the way in which to collect, store, and report those outcomes through a state longitudinal data system. This resource demonstrates the ongoing effort from states, as well as the similarities and differences across the states as they develop their comprehensive systems approach.

The United States Department of Education's Office of Early Learning defines a comprehensive assessment system as "a coordinated and comprehensive system of multiple assessments – each of which is valid and reliable for its specified purpose and for the population with which it will be used – that organizes information about the process and context of young children's learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions." (http://www.ed.gov/early-learning/elc-draft-summary/definitions)

Assessment in early childhood programs is an essential practice that, when developed and used systematically, guides teachers' instructional practice, supports administrators' programmatic decision-making, and informs state leaders about effective use of funding and resource development. The very definition of assessment, "gathering information in order to make informed decisions" (National Academies Press, 2008) suggests that early childhood professionals collect information to understand children's skills and abilities and to design learning environments and instructional strategies that help children develop, grow, and learn.

Child assessments serve a variety of purposes. They are used to learn about and identify children's needs, including the identification of children who are in need of additional supports. Assessment results provide the framework for curriculum development, individualization, and adaptation to optimize every child's learning, and provide the background information for family communications about children's interests, skills and abilities (NAEYC-2009, DEC-2014, National Goals Panel-1998). Effective assessment techniques incorporate the use of a range of strategies including one-on-one and/or standardized assessments, portfolios, ratings scales, and checklists, and observations. High-quality early childhood programs are "informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop" (Commission on NAEYC Early Childhood Program Standards and Accreditation Criteria, 2003). Teachers use children's day-to-day experiences and routines to complete formative assessments. It is "a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes." (CCSSO, 2006)

In recent years, many states' legislation have mandated school readiness assessments that use a common assessment at the beginning of the kindergarten school year to determine children's readiness. These assessments join pre-k with k-3 to build a more comprehensive and aligned approach and can be used for a variety of purposes including: 1) understanding kindergarteners' development at entry; 2) determining district and statewide trends about kindergarteners' learning; 3) informing states' about their investment in early childhood; 4) providing kindergarten teachers with data to inform instructional planning; and 5) informing parents and families about their children's learning status. Since 2010, at least 14 states have passed new legislation to establish or amend school readiness assessments of young children. Currently, at least 34 states and the District of Columbia have some form of school readiness assessment statute or regulation (National Conference of School Legislatures, 2014).

Beyond child assessment, a comprehensive system measures other indicators to provide information about children's school experiences that directly relate to readiness and positive outcomes. Quality classroom environments impact children's interactions with materials, peers, and adults to guide and facilitate learning. Classroom (quality or environmental) assessments can focus primarily on the physical components of a classroom such as the layout and availability of materials for play or can involve measures of adult/child interactions. There are also environmental assessments that review one domain of learning such as literacy or math to assess the way in which the classroom environment enhances children's learning in that content area or others that provide an overall view of the classroom(s). Teacher-child assessments offer information about the instructional and emotional climate of the classroom, including measures of interaction. These tools look at the way in which teachers' interactions optimize children's learning through the development of confidence and competence. Environmental and teacher-child interaction assessments can be combined to provide a broad-stroke of a classroom's instructional climate.

The types of assessments that make up a comprehensive assessment system include screening, formative child assessment, classroom environment assessment, and the assessment of teacher-child interactions. Kindergarten entry assessment expands the definition to further inform teachers' and programs about children's growth and learning. Each of these assessment types is defined below with a summary of states' selected instruments for each.

Screening: Screening is a process designed to identify whether a child's development is on track or not meeting developmental expectations. Screening instruments should be age and developmentally appropriate, valid and reliable, and address the areas of physical health, behavioral health, oral health, child development, vision and hearing. A developmental screening instrument is easily administered and can assist with identifying children who may need more extensive assessment. While many states offer a menu of valid and reliable screeners, two-thirds of the 18 Preschool Development Grant states use the Ages and Stages Questionnaire (ASQ).

Formative Child Assessment: Formative assessment is a process that monitors children's growth and development over time to guide instructional planning. Effective formative assessments use multiple sources of evidence gathered over time, are aligned to the states early learning and development standards, and are typically completed through planned observations during instruction that includes the collection of evidence (portfolio). The Preschool Development and Expansion Grant states show variation in their selected instruments for this type of assessment. Connecticut and Maryland have designed a state-specific tool. Several states offer a choice of instruments for agencies to use. The most common include Teaching Strategies GOLD, Work Sampling System, and High Scope Child Observation Record. All states require their selected formative assessments to be aligned with their early learning and development standards.

Kindergarten Entry Assessment: The purpose of a kindergarten entry assessment (KEA) is to understand children's learning and developmental levels at the time they begin kindergarten. Effective KEAs are aligned with the state's early learning and development standards, measure the domains of school readiness, and are valid and reliable. Kindergarten Entry Assessments (KEA) are still under development in many states. There are two Consortia which constitute a total of 20 states, as well as the state of Texas, that have come together to

develop a new KEA. This will likely result in these states changing their Kindergarten Entry Assessment selection and adoption of the newly-developed tools. Other states are exploring KEA tools and/or piloting assessments in selected classrooms or programs. Many others are grappling with reliability of data collection and data linkages to preschool child outcomes data and to their respective K-12 data systems.

Classroom Environment Assessment: Classroom environmental assessments examine the ways in which a quality early learning classroom and schedule is designed, the materials and equipment that are included within, and the strategies for children's interactions with materials. The majority of states are using the preschool edition of the Early Childhood Environment Rating Scale-R (ECERS-R) as their classroom environment assessment.

Teacher-Child Interaction Assessment: Positive teacher-child interactions have significant impact in children's capacity for developing strong peer and adult relationships. The purpose of a teacher-child assessment is to measure the quality of those interactions and to determine how teachers communicate with children, encourage their learning, and support their social and emotional development. Effective assessments are strength-based, designed to identify both the teachers' strength areas as well as those that have room for growth. The Classroom Assessment Scoring System (CLASS) is the most widely-used teacher-child interaction tool.

The national landscape for early childhood assessment continues to expand as states are placing an emphasis on the design and implementation of comprehensive assessment systems that help determine appropriate paths for instruction, interventions, and services for multiple early childhood components including child screening and formative assessment, classroom environments, and teacher-child interaction. Using best practice research, states are building aligned systems that connect early learning standards with K-3rd grade academic standards. The link between assessment and instruction results in effective individualized goal planning and instructional practice. This combined effort strengthens the likelihood that children will enter kindergarten with the skills needed to be successful.

As states grapple with building comprehensive assessment systems, they face many complex decisions. Will the state use legislation to require some or all of the components of early childhood assessment? Will there be a pre-determined tool or tools as well as a specified frequency? How will the outcomes be collected and reported – on a local, community and state level?

The table below illustrates the 18 Preschool Development and Expansions states' current progress towards comprehensive assessment systems. Each of the components of comprehensive assessment: developmental screening, pre-k formative assessment, kindergarten entry assessment, classroom assessment, and teacher-child interaction is identified for individual states, indicating whether a specific tool or options are provided to subgrantees, whether the state is involved in a consortium that is further developing a tool or tools, or whether a tool is yet to be identified for a specific component of the assessment system. The identified tools may be used by one or all of the early learning program types in the state, i.e., some states may only require their child care QRIS (quality rating improvement) providers to use a specified assessment.

A review of this table will clearly demonstrate states' use of a limited number of options for environmental and teacher-child assessments with more selections available for developmental screenings and formative assessment. Kindergarten Entry Assessment is, for many states, still under consideration, with states developing and/or piloting new tools either individually or as members of a consortium. The review also demonstrates that states' cross-program systems development is still in process, without consistent requirements for the use of assessment guidance or specific tools across program types. Although state longitudinal data systems are not included in this review, states' progress in developing a separate yet related system for the collection and storage of data as well and its relationship to K to 12 data is another critical piece of the school readiness–outcomes puzzle that must be constructed. Following is a list and brief description of the assessment tools currently being used by PDG states with links to their websites, along with the resources used to compile this report, many of which offer follow-up information about assessment strategies.

COMPREHENSIVE ASSESSMENT SYSTEMS IN PRESCHOOL DEVELOPMENT AND EXPANSION STATES

STATE	DEVELOPMENTAL SCREENING	PRE-K FORMATIVE ASSESSMENT	KINDERGARTEN ENTRY ASSESSMENT	CLASSROOM	TEACHER-CHILD INTERACTION
Alabama	Ages and Stages-3 (ASQ)	Teaching Strategies GOLD	Piloting Teaching Strategies GOLD	Early Childhood Environment Rating Scale (ECERS-R)	Classroom Assessment Scoring System (CLASS)
Arizona	Options made available by local districts	Teaching Strategies GOLD	In development: Kindergarten Development Inventory (member of North Carolina KEA Consortium)	Early Childhood Environment Rating Scale (ECERS-R) (required for Quality Stars programs)	Classroom Assessment Scoring System (CLASS) (required for Quality Stars programs)
Arkansas	Choose from an approved list: Ages and Stages Questionnaires (ASQ-3), Third Edition, Battelle, Brigance, Carolina, Denver II, Developmental Indicators for the Assessment of Learning (DIAL-4), Early Screening Inventory (ESI), or Learning Accomplishment Profile (LAP-D)	Work Sampling System (WSS)	Qualls Early Learning Inventory; new tool selection in process	Early Childhood Environment Rating Scale (ECERS-R) required as part of programs' participation in the state's TQRIS; new tool selection pilot in process	Powerful Interactions (in expansion roll-out process)
Connecticut	Ages and Stages Questionnaire (ASQ) and Ages and Stages Social Emotional (ASQ-SE)	Connecticut Preschool Assessment Framework	Kindergarten Entrance Inventory (member of the Maryland KEA Consortium)	Early Childhood Environment Rating Scale (ECERS-R) until programs acquire NAEYC accreditation or Head Start approval (required within three years)	Classroom Assessment Scoring System (CLASS)
Hawaii	Ages and Stages Questionnaire Third Edition (ASQ-3)	Teaching Strategies GOLD	Hawaii State School Readiness Assessment (HSSRA): Piloted Teaching Strategies GOLD in 2014	Early Childhood Environment Rating Scale (ECERS-R)	Classroom Assessment Scoring System (CLASS)
Illinois	Selected tool must be research based and measure all aspects of children's development	Selected tool must be research-based, align with the curriculum and Illinois Early Learning Standards and demonstrate children's progress over time through a portfolio approach	Illinois Kindergarten Individual Development Survey: Desired Results Developmental Profile- (DRDP SR)	Early Childhood Environment Rating Scale (ECERS-R)	Classroom Assessment Scoring System (CLASS)
Louisiana	Choice of social emotional screening tools for QRIS subgrantees: Ages and Stages SE Questionnaire (ASQ-SE), Early Childhood Screening Assessment (ECSA), Preschool and Kindergarten Behavior Scale (PKBS), or Typical and Atypical Behavior Scale (TABS)	Teaching Strategies GOLD	Developing Skills Checklist (DSC) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS-Next)	Developing new report card strategy and phasing out QRIS system that uses Early Childhood Environment Rating Scale (ECERS-R) into system that will use Classroom Assessment Scoring Scale (CLASS)	Classroom Assessment Scoring System (CLASS)
Maine	Developmental Indicators for the Assessment of Learning (DIAL-4)	For PDG subgrantees: Teaching Strategies GOLD, High Scope Child Observation Record (COR), or locally-designed and approved; also PPVT and PALS	In pilot group as part of the North Carolina KEA Consortium	Early Childhood Environment Rating Scale (ECERS-R)	Classroom Assessment Scoring System (CLASS)

STATE	DEVELOPMENTAL SCREENING	PRE-K FORMATIVE ASSESSMENT	KINDERGARTEN ENTRY ASSESSMENT	CLASSROOM	TEACHER-CHILD INTERACTION
Maryland	Choose from: Ages and Stages (ASQ-3), Brigance, Developmental Indicators for the Assessment of Learning (DIAL-4). Early Screening Inventory- Revised (ESI-R)	Ready For Kindergarten (R4K): Early Learning Assessment	Ready For Kindergarten (R4K) Kindergarten Readiness Assessment; (Lead for of Maryland KEA Consortium)	Early Childhood Environment Rating Scale (ECERS-R)	Classroom Assessment Scoring System (CLASS)
Massachusetts	Ages and Stages Questionnaire (ASQ) and Ages and Stages SE (ASQ-SE)	High Scope Child Observation Record (COR), Teaching Strategies GOLD (PDG programs) or Work Sampling System (WSS); Additional direct assessments will be completed in PDG programs from tools such as Peabody Picture Word Test or Woodcock Johnson Letter Word Identification	Massachusetts Kindergarten Entry Assessment: Teaching Strategies GOLD or Work Sampling System (member of Maryland KEA Consortium)	Early Childhood Environment Rating Scale (ECERS-R)	QRIS may choose from APT self-assessment Observation Tool, Arnett Classroom Interaction Scale (CIS), or Classroom Assessment Scoring System (CLASS). CLASS is required for PDG programs.
Montana	Developmental Indicators for the Assessment of Learning (DIAL-4). Programs choose for social emotional screening from Ages and Stages Social – Emotional (ASQ-SE), Deveraux Early Childhood Assessment (DECA), or Developmental Indicators for the Assessment of Learning (DIAL-4)	List of approved tools in development. Most programs are currently using: Our World of Learning (OWL), Phonological Awareness Literacy Screening (PALS Pre-K), or Teaching Strategies GOLD	In development	Early Childhood Environment Rating Scale (ECERS-R)	Classroom Assessment Scoring System (CLASS)
Nevada	List of approved tools is in development	Teaching Strategies GOLD (in some Head Starts and LEAs); statewide selection in process; Expressive One-Word Picture Vocabulary Test & Peabody Picture Vocabulary Test used as pre- and post-test for program evaluation	Seeking tool for Kindergarten Inventory of Development: Silver State KIDS- (member of the Maryland KEA Consortium)	Early Childhood Environment Rating Scale (ECERS-3)	Classroom Assessment Scoring System (CLASS)
New Jersey	Ages & Stages Questionnaire Third Edition (ASQ-3), Brigance or Early Screening Inventory-Revised (ESI-R); ESI-R required for state funded programs	High Scope Child Observation Record (COR), Teaching Strategies GOLD or Work Sampling System (WSS)	NJKEA: Teaching Strategies GOLD	Early Childhood Environment Rating Scale (ECERS-R), Preschool Rating Inventory of Science and Mathematics (PRISM)	Classroom Assessment Scoring System (CLASS); Support for Early Literacy Assessment (SELA), Teaching Pyramid Observation Tool (TPOT)
New York	Programs may choose from Ages and Stages Questionnaire, Batelle Developmental Inventory, Brigance Inventories, Denver Developmental Screening Test (DDST) , Developmental Indicators of the Assessment of Early Learning (DIAL), Early Screening Inventory- Revised (ESI-R), Early Childhood Screening Assessment (ECSA), Learning Accomplishment Profile (LAP), Parents Evaluation of Developmental Status (PEDS), Preschool and Kindergarten Behavior Scale (PKBS-2) or others than can be shown to be valid and reliable	Ages and Stages, Creative Curriculum Developmental Continuum, Brigance Inventories, Galileo, Learning Accomplishments Profile (LAP), Mullens Scales of Early Learning, Teaching Strategies GOLD, High Scope Child Observation Record (COR), Work Sampling System (WSS), or others with proof of validity or reliability	Pilot-testing Early Development Instrument (EDI)	Early Childhood Environment Rating Scale (ECERS-R)	Classroom Assessment Scoring System (CLASS)

STATE	DEVELOPMENTAL SCREENING	PRE-K FORMATIVE ASSESSMENT	KINDERGARTEN ENTRY ASSESSMENT	CLASSROOM	TEACHER-CHILD INTERACTION
Rhode Island	Screening conducted statewide by LEA-operated Child Outreach. Choice for general development: Early Screening Inventory-Revised (ESI-R) or First Screening Test for Evaluating Preschoolers (First Step). Choice for social emotional: Ages and Stages Questionnaire- Social Emotional (ASQ-SE) or the Devereux Early Childhood Assessment (DECA).	Teaching Strategies GOLD	Kindergarten Entry Profile in development (member of the North Carolina KEA Consortium)	Early Childhood Environment Rating Scale (ECERS-R); Preschool Rating Instrument for Science and Math (PRISM)	Classroom Assessment Scoring System (CLASS) and Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA)*
Tennessee	Ages and Stages Questionnaire and Ages and Stages-Social Emotional	Woodcock Johnson, Peabody, Cooper Farran Behavioral Rating Scale, ISIP Reading Assessment	In development; ISIP Reading Assessment (completed 3x/year) and Stanford Achievement Test	Early Childhood Environment Rating Scale (ECERS-R); Early Language and Literacy Classroom Observation (ELLCO)	Pilot Early Childhood Educators' Evaluation Model (ECEEM)
Vermont	Ages and Stages Questionnaire Third Edition (ASQ-3)	Teaching Strategies GOLD (TSG)	Ready Kindergarteners Survey (RKS)	Early Childhood Environment Rating Scale (ECERS-R)	Classroom Assessment Scoring System (CLASS)
Virginia	Phonological Awareness Literacy Screening (PALS)	Phonological Awareness Literacy Screening (PALS), Teaching Strategies GOLD	Kindergarten Readiness Survey to be selected; Phonological Awareness Literacy Screening (PALS)	Early Childhood Environment Rating Scale (ECERS-R)	Classroom Assessment Scoring System (CLASS)

States with Enhanced Assessment Grants

1. North Carolina Consortium

   • Arizona, Delaware, District of Columbia, Iowa, Maine, North Carolina (lead), North Dakota, Oregon, Rhode Island, South Carolina

2. Maryland Consortium

   • Connecticut, Indiana, Maryland (lead), Massachusetts, Michigan, Nevada, Ohio

3. Texas (funded individually)

IDENTIFIED SCREENING TOOLS

Ages and Stages Questionnaire, Third Edition (ASQ-3)	Designed for use by early educators and health care professionals. It relies on parents as experts, is easy-to-use, family-friendly, and creates the snapshot needed to catch delays and celebrate milestones. http://agesandstages.com/
Ages and Stages Questionnaire, Social Emotional-2 (ASQ-SE-2)	Modeled after the acclaimed ASQ-3, the ASQ SE-2 http://agesandstages.com/products-services/asqse-2/ is tailored to identify and exclusively screen social and emotional behaviors. With questionnaire results, professionals can quickly recognize young children at risk for social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment. http://agesandstages.com/
Battelle (BDI-2)	Scores and evaluates developmental milestones in the domains of personal-social, adaptive, motor, communication, and cognitive ability. Includes multiple administration methods and can be completed in children's naturalistic settings. http://riversidepublishing.com/products/bdi2/scoring.html
Brigance	Offers both a criterion-referenced and a norm-referenced version. The criterion-referenced IED III contains more than 100 assessments and covers a broad range of readiness skills to identify each child's specific strengths and needs. The IED III Standardized contains 55 norm-referenced assessments for comparing a child's performance to that of a nationally representative sample of children the same age. http://www.curriculumassociates.com/products/detail.aspx?title=BrigEC-IED3-sum
Developmental Indicators for the Assessment of Learning (DIAL-4)	Individually administered and designed to test motor skills, concepts, and language skills. In addition, the Parent and Teacher Questionnaires measure a child's self-help skills and social-emotional skills. http://www.pearsonassess.ca/en/programs/00/64/03/p006403.html
Devereux Early Childhood Assessment (DECA)	A strength-based assessment and planning system is designed to promote resilience in children ages 3 through 5. http://www.centerforresilientchildren.org/preschool/assessments-resources/the-devereux-early-childhood-assessment-preschool-program-second-edition/
Early Screening Inventory-Revised (ESI-R™)	Designed to be individually administered to children from 3.5 to 5.11 years of age. It identifies children who may need special education services in order to perform successfully in school. Research has shown the ESI-R to be highly reliable and valid. http://www.pearsonclinical.com/childhood/products/100000382/early-screening-inventory-revised-2008-edition-esi-r.html
Early Childhood Screening Assessment (ECSA)	Developed to facilitate primary care pediatrician's identification of young children (1 ½ -5 years old) who are in need of further assessment of their emotional and behavioral development. The ECSA is a parent-report questionnaire designed specifically for use in busy primary care settings. http://tulane.edu/som/tecc/upload/ECSA-at-a-glance.pdf
First Screening Test for Evaluating Preschoolers (FirstSTEp)	Individually administered, designed to identify young children from the ages of 2 years 9 months to 6 years 2 months who have a developmental delay in the domains of Cognition, Communication, Motor, Social Emotional, and Adaptive Functioning. Designed to be used in conjunction with the Miller Assessment for Preschoolers. http://www.pearsonclinical.com/childhood/products/100000471/firststep-screening-test-for-evaluating-preschoolers-firststep.html
Learning Accomplishment Profile (LAP-D)	Provides a systematic method for observing children. Norm-referenced to assess individual skill development in four major developmental domains (each contains two subscales): gross motor, fine motor, cognitive, and language. http://chtop.org/Products/LAP-System/The-LAP-D.html
Preschool and Kindergarten Behavior Scales, Second Edition (PKBS-2)	A behavior rating scale that provides an integrated and functional appraisal of the social skills and problem behaviors of young children. Separate score conversion tables are available for home-based and school-based raters. http://www.riversidepublishing.com/products/PKBS-2/index.html
Temperament and Atypical Behavior Scale (TABS) Assessment Tool	A norm-referenced tool designed to identify temperament and self-regulation problems that can indicate that a child is developing atypically or is at risk for atypical development. http://products.brookespublishing.com/Temperament-and-Atypical-Behavior-Scale-TABS-Assessment-Tool-P526.aspx

IDENTIFIED FORMATIVE CHILD ASSESSMENTS

Desired Results Developmental Profile (DRDP)	California-designed comprehensive approach that facilitates the achievement of the six specified Desired Results identified for children and families. Desired Results are defined as conditions of well-being for children and families and define overall outcomes. https://desiredresults.us/
Early Learning Scale (ELS)	A curriculum-neutral observation based performance assessment that focuses on 10 measurable items across three critical domains—math/science, social-emotional/social studies, and language/literacy. http://www.lakeshorelearning.com/general_content/general_info/ELSstatic.jsp
Galileo Pre-K Online	Online tool that provides an integrated assessment, curriculum, and reporting system that links assessment, planning, individualization, and program progress. http://www.ati-online.com/galileoPreschool/indexPreschool.html
Hawaii Early Learning Profile (HELP)	To be used with the companion curriculum manual, it is a curriculum-based assessment based on domain, goal, and skill and can be used to monitor established goals and objectives as part of a child's individual educational plan. http://www.vort.com/Learning-HELP-3-6.html
HighScope Child Observation Record (COR)	An observation-based, criterion-referenced instrument that provides systematic assessment of children's knowledge and abilities. Accommodates use in inclusive classrooms and specific items are also designed to track the language acquisition of English language learners. http://www.highscope.org/Content.asp?ContentId=851
Phonological Awareness Literacy Screening (PALS)	Screening, diagnostic, and progress monitoring tool for measuring the components of literacy. https://pals.virginia.edu/tools-prek.html
Riverside Early Assessments of Learning (REAL)	A comprehensive authentic assessment suite designed to ensure school readiness, as well as provide reliable information for effective planning and targeted daily instruction. http://riversidepublishing.com/products/real/index.html
Teaching Strategies GOLD	38 objectives that guide teachers throughout the assessment cycle. The objectives are organized into 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. http://teachingstrategies.com/
Work Sampling System (WSS)	Comprehensive, observation-based authentic performance assessment that assesses children in seven developmental domains of: Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development, Health, and Safety. http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html

IDENTIFIED ENVIRONMENTAL ASSESSMENTS

Early Language and Literacy Classroom Observation (ELLCO)	Examines the quality of language and literacy practices and materials in early childhood classrooms. http://www.brookespublishing.com/resource-center/screening-and-assessment/ellco/ellco-pre-k/
Early Childhood Environment Rating Scale-R (ECERS-R)	Measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children including: Cognitive, Social-Emotional, Physical, and Health and Safety. (2014 ECERS-3 includes additional items assessing developmentally appropriate literacy and math activities.) http://fpg.unc.edu/node/7426
Preschool Rating Instrument for Science and Mathematics (PRISM)	A classroom observation instrument, under development, that objectively measures the presence of classroom materials and teaching interactions that support mathematics and science learning. http://nieer.org/publications/research-instruments

IDENTIFIED TEACHER-CHILD INTERACTION ASSESSMENTS

ArnettCaregiver Interaction Scale (CIS)	Measures emotional tone, discipline style, and responsiveness of caregiver in classroom. http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/assessments-and-instruments/SmartStart_Tool6_CIS.pdf
Classroom Assessment Scoring System (CLASS)	Developed to assess classroom quality in PK-12 classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development and can be used to reliably assess classroom quality for research and program evaluation and also provides a tool to help new and experienced teachers become more effective. http://curry.virginia.edu/research/centers/castl/class
Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA)	Measures the quality of language and literacy supports offered by the teachers to the children with a focus on Dual Language Learners (DLLs). http://nieer.org/publications/research-instruments
Early Childhood Educators' Evaluation Model (ECEEM)	Tennessee-designed an evaluation tool that will align with the K-12 TEAM instrument; will assist principal and teachers in understanding and identifying the components of a high-quality early childhood classroom. The evaluation rubric would include components and practices associated with the five major domains of early childhood.
Supports for Early Literacy Assessment (SELA)	Measures the quality of supports for language and literacy development focusing on teacher practices, classroom environment, and parent involvement. http://ctage3-grade3.wikispaces.com/file/view/Supports+for+Early+Lit+Assessment.pdf
Powerful Interactions	A guidebook with a series of steps that promote positive interactions. Coaching available to support practice. http://www.powerfulinteractions.com/
Teaching Pyramid Observation Tool (TPOT)	Measures the implementation of classroom practices specifically related to promoting young children's social-emotional competence and addressing challenging behavior in the preschool classroom. http://www.brookespublishing.com/resource-center/screening-and-assessment/tpot/

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