

Summary Table 1 • General Information About Screeners

SCREENER TITLE	DEVELOPMENTAL DOMAINS COVERED (AS LISTED BY PUBLISHER)	AGE RANGE	LANGUAGES OF SCREENER MATERIALS	TRAINING AVAILABLE THROUGH PUBLISHER OR DEVELOPER	MUST BE ADMINISTERED BY SOMEONE w/TECHNICAL BACKGROUND	SCORING OPTIONS (MANUAL, ELECTRONIC)	INCLUDES PARENT AND FAMILY INPUT	INCLUDES GUIDANCE ON FOLLOW-UP STEPS
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)	Communication Gross Motor Fine Motor Problem-Solving Personal-Social	1–66 months	English Spanish French	Yes	No	Manual Electronic	Yes	Yes
*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE) (ASQ-SE-2 out in Fall 2015)	Self-Regulation Compliance Communication Adaptive Functioning Autonomy Affect Interaction with People	6–60 months	English Spanish	Yes	No	Manual Electronic	Yes	Yes
*Battelle Developmental Inventory-2nd ed. (BDI-2)	Adaptive Personal-Social Communication Motor Cognitive	2 years–7 years, 11 months	English Spanish	Yes	No	Manual Electronic	Yes	Yes
**Brigance Early Childhood Development Inventory-3rd ed. (BECDI-III)	Expressive Language Receptive Language Gross Motor Fine Motor Academics/Pre-Academics Self-Help Social-Emotional	Birth–end of 1st grade	English	Yes	No	Manual Electronic	Yes	Yes
**Developmental Assessment of Young Children-2nd ed. (DAYC-2)	Cognition Communication Social-Emotional Physical Development Adaptive Behavior	Birth through 5 years, 11 months	English	No	Yes	Manual Electronic	Yes	No
**Developmental Indicators for the Assessment of Learning-4th ed. (DIAL-4)	Language Motor Concepts Self-Help Social Development	2 years, 6 months–5 years, 11 months	English Spanish	Yes	Educ. degree for purchase; may be administered by other personnel	Manual Electronic	Yes	Parent/child activity forms
**Early Screening Inventory-Revised (ESI-R)	Visual-Motor/Adaptive Language and Cognition Gross Motor	3 years–5 years, 11 months	English Spanish	No	Educ. degree for purchase; may be administered by other personnel	Manual	Yes	No
*Early Screening Profiles-Revised (ESP-R)	Cognitive Language Motor Self-Help/Social Articulation Home Health History Behavior	2 years, 0 months–6 years, 11 months	English	Yes	No	Manual	Yes	Yes
***First Screening Test for Evaluating Preschoolers (FirstSTEP)	Cognitive Language Motor Social-Emotional Skills Adaptive Functioning	2 years, 9 months–6 years, 2 months	English	No	No	Manual	Yes	No
*Infant Development Inventory (IDI)	Cognitive Language Motor Social-Emotional Skills Adaptive Functioning	Birth–18 months	English Spanish	No	No	Manual	Yes	No
***Learning Accomplishment Profile-3rd ed. (LAP-3)	Social Development Self-Help Gross Motor Fine Motor Language	3–6 years	English Spanish	Yes	No	Manual	Yes	No
*Parents' Evaluation of Developmental Status (PEDI)	Global/Cognitive Expressive Language and Articulation Receptive Language Fine Motor Gross Motor Behavior Social-Emotional Self-Help School	Birth–7 years, 11 months	English (forms also translated into 30+ other languages)	Yes, www.pedstest.com has videos, case examples, etc.	No	Manual Electronic	Yes	Yes
*Parents' Evaluation of Developmental Status-Developmental Milestones (PEDI-DM)	Expressive Language Receptive Language Fine Motor Gross Motor Social-Emotional Self-Help Academic: Pre-Reading, Pre-Math, and Written Language	Birth–7 years, 11 months	English Spanish (and six other languages)	Yes, www.pedstest.com has videos, case examples, etc.	No	Manual Electronic	Yes	Yes
*Survey of Well-Being of Young Children (SWBYC)	Cognitive Motor Language Social-Emotional-Behavioral Functioning Autism Family Factors	2–60 months	English Spanish	No	No	Manual Electronic (Avail. 2015)	Yes	No

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

* One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.

** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.

*** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.

Summary Table 2 • Screeners Evidence of Reliability and Validity

SCREENER TITLE	RELIABILITY			VALIDITY				
	INTER-RATER RELIABILITY (ACCEPTABLE, LOW/ WEAK, NOT EXAMINED BY DEVELOPER)	TEST-RETEST RELIABILITY (ACCEPTABLE, LOW/ WEAK, NOT EXAMINED BY DEVELOPER)	INTERNAL CONSISTENCY RELIABILITY (ACCEPTABLE, LOW/ WEAK, NOT EXAMINED BY DEVELOPER)	CONTENT VALIDITY (CONTENT WAS REVIEWED BY EXPERTS)	CONSTRUCT VALIDITY (STRONG/HIGH, MODERATE, LOW/ WEAK, NOT EXAMINED BY DEVELOPER)	CONCURRENT VALIDITY (STRONG, MODERATE, NOT EXAMINED BY DEVELOPER)	SENSITIVITY† (HIGH, MODERATE, LOW)	SPECIFICITY† (HIGH, MODERATE, LOW, NOT EXAMINED BY DEVELOPER)
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)	Acceptable	Acceptable	Not examined	Yes	Strong	Moderate	Moderate	Moderate
*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE) (ASQ-SE-2 out in Fall 2015)	Not examined by developer	Acceptable	Acceptable	Yes	Not examined by developer	Strong	Moderate	High
*Battelle Developmental Inventory-2nd ed. (BDI-2)	Not examined	Not examined	Acceptable	Yes	Not examined by developer	Moderate	Moderate	Moderate
**Brigance Early Childhood Development Inventory, 3rd ed. (BECDI-III)	Acceptable	Acceptable	Acceptable	Yes	Moderate	Strong	Moderate for infants, toddlers, and 3–5-year-olds; high for 2- and 5-year-olds	Moderate
*Developmental Assessment of Young Children-2nd ed. (DAYC-2)	Acceptable	Acceptable	Acceptable	Not examined by developer	Strong	Strong	Moderate	Moderate
**Developmental Indicators for the Assessment of Learning-4th ed. (DIAL-4)	Not examined by developer	Acceptable	Acceptable	Yes	Moderate	Moderate	Moderate	Moderate
**Early Screening Inventory-Revised (ESI-R)	Acceptable	Acceptable	Not examined	Yes	Moderate	Moderate	High	Moderate
*Early Screening Profiles-Revised (ESP-R)	Acceptable	Acceptable	Acceptable	Yes	Moderate	Moderate	Moderate	Moderate
***First Screening Test for Evaluating Preschoolers (FirstSTEP)	Acceptable	Acceptable	Acceptable	Yes	Moderate	Strong	Moderate	Moderate
*Infant Development Inventory (IDI)	Not examined by developer	Not examined by developer	Not examined by developer	Not examined by developer	Not examined by developer	Not examined by developer	Moderate	Moderate
***Learning Accomplishment Profile-3rd ed. (LAP-3)	Acceptable	Acceptable	Acceptable	Yes	Not examined by developer	Strong	Moderate	Not examined by developer
*Parents' Evaluation of Developmental Status (PEDS)	Acceptable	Acceptable	Acceptable	Yes	Strong	Strong	High	High
*Parents' Evaluation of Developmental Status-Developmental Milestones (PEDS-DM)	Acceptable	Acceptable	Acceptable	Yes	Strong	Strong	High	High
*Survey of Well-Being of Young Children (SWBYC)	Not examined by developer	Acceptable	Acceptable	Yes	Moderate	Not examined by developer	Moderate	Moderate

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

* One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.

** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.

*** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.

† Sensitivity and specificity refer to the accuracy with the tools identifying children at risk for developmental problems.

Note: Ratings reported in this table reflect the majority finding when developers examined separate domains for the different types of reliability or validity. For example, if content validity was examined for the cognitive, language, physical, and social domains and three of the four domains were found to have “Strong” evidence of validity while the fourth domain was “Moderate,” the aspect was rated as “Strong” overall.

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

Note: For definitions and standards used to determining levels of evidence, see GLOSSARY OF TERMS on page 26.

Summary Table 3 • Screeners Evidence of Reliability and Validity for Different Languages and Different Populations

SCREENER TITLE	RELIABILITY AND VALIDITY FOR DIFFERENT LANGUAGES		RELIABILITY AND VALIDITY FOR DIFFERENT POPULATIONS		
	EVIDENCE OF RELIABILITY AND VALIDITY IN ENGLISH?	EVIDENCE OF RELIABILITY AND VALIDITY IN OTHER LANGUAGES?	EVIDENCE OF RELIABILITY AND VALIDITY FOR DUAL LANGUAGE LEARNERS?	EVIDENCE OF RELIABILITY AND VALIDITY FOR CHILDREN WITH SPECIAL NEEDS?	EVIDENCE OF RELIABILITY AND VALIDITY FOR AMERICAN INDIAN/ALASKAN NATIVE CHILDREN?
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)	Yes	No	No evidence 1	Yes	No evidence 2
*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE) (ASQ-SE-2 out in Fall 2015)	Yes	No	No evidence 1	No evidence 1	No evidence 2
*Battelle Developmental Inventory-2nd ed. (BDI-2)	Yes	No	No evidence 1	Yes	No evidence 2
**Brigance Early Childhood Development Inventory-3rd ed. (BECDI-III)	Yes	No	No evidence 2	No evidence 2	No evidence 2
*Developmental Assessment of Young Children-2nd ed. (DAYC-2)	Yes	No	No evidence 1	Yes	No evidence 1
**Developmental Indicators for the Assessment of Learning-4th ed. (DIAL-4)	Yes	Spanish	No	Yes; studies conducted on children w/physical impairment, developmental delays, speech and language impairments, autism	Represented in norming population
**Early Screening Inventory-Revised (ESI-R)	Yes	Equating study w/Spanish version	No	Included in norm sample	Represented in norming population
*Early Screening Profiles-Revised (ESP-R)	Yes	No	No evidence 1	No evidence 1	No evidence 2
***First Screening Test for Evaluating Preschoolers (FirstSTEP)	Yes	No	No evidence 1	No evidence 1	No evidence 2
*Infant Development Inventory (IDI)	Yes	No	No evidence 1	No evidence 1	No evidence 1
***Learning Accomplishment Profile-3rd ed. (LAP-3)	Yes	No	No evidence 1	No evidence 1	No evidence 2
*Parents' Evaluation of Developmental Status (PEDS)	Yes	Spanish, Vietnamese, and 37 other languages	Yes	Yes	Yes
*Parents' Evaluation of Developmental Status-Developmental Milestones (PEDS-DM)	Yes	Spanish and five other languages	Yes	Yes	Yes
*Survey of Well-Being of Young Children (SWBYC)	Yes	No	No evidence 1	Yes	No evidence 1

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

* One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.

** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.

*** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.

CONTENT KEY

Yes – At least one measure of acceptable reliability or validity is presented by the developer.

No – The developer did not examine whether the tool was reliable or valid for this population.

No Evidence 1 – No information about this population is provided by the developer.

No Evidence 2 – While this population was included in the total sample of children, separate analyses for this sub-group were not conducted by the developer.

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

Note: For definitions and standards used to determining levels of evidence, see GLOSSARY OF TERMS on page 26.

Summary Table 4 • Examples of Child Screeners (1/8)

SCREENER TITLE	PURPOSE	TOPIC	DEVELOPMENTAL AREAS OR METHODS	POPULATION AND AGE SPAN TARGETED BY TOOL	CULTURAL, ETHNIC, LINGUISTIC SENSITIVITY	RELIABILITY/VALIDITY/ SENSITIVITY/SPECIFICITY	PRACTICALITY (TIME TO ADMINISTER AND SCORE, EASE OF ADMINISTRATION)	ONLINE COMPONENT
*Academic Achievement Battery-Screener (AAB-S)	Measures basic academic skills including letter and word reading, spelling, and mathematical calculation	Academic screening	Appropriate for evaluating fundamental academic skills during an initial evaluation, during reevaluation, or when working w/those referred for learning, behavior, or vocational concerns	4–85 years	Normative sample was a large ethnically- and socially-diverse population; bias review conducted by expert review panels	(R) Reliability coefficients for subtests range from .77–.97 and from .88–.98 for composite scores across age- and grade-based normative samples; Internal consistency .77–.98; Test-retest-subtests .74–.95; composite .79–.95; (V) Intercorrelations between subtests and composites; Construct, Content, Criterion, and Concurrent validity	Individual; 15–30 minutes to administer; 5–10 minutes to score	Online/PAR, Inc.
*Achenbach System of Empirically-Based Assessment (ASEBA)	Offers a comprehensive approach to assessing adaptive and maladaptive functioning; developed through decades of research and practical experience to identify actual patterns of functioning	Mental health assessment	ASEBA forms yield results consistent with these DSM-5 diagnoses: affective and anxiety disorders, somatic disorder, oppositional defiant problems, attention deficit disorder, and conduct disorder	18 months–18 years; divided in preschool (18 months–5 years) and school-age children (6–18 years)	Incorporates Language Development Survey (LDS) for ages 18–35 months; available in English and Spanish and other languages; both age groups also have multicultural norms	(R) Norm-referenced tool; between .81–.85; (V) .75 and .56	Time: 15–20 minutes to administer Parent Report, Teacher Report, and Self-Report depending on child's age, all available; can be rated by different informants (w/out specialized training for informants); psychologists using the tool must meet user qualifications	Online and software/ www.aseba.org
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)	A family-friendly way to screen children for developmental delays between one month and 5½ years—and determine which children need further assessment or ongoing monitoring; ASQ-3's questions on behavior and communication also help elicit parent concerns that may point to autism	Developmental screening	Communication Gross Motor Fine Motor Problem-Solving Personal-Social	1–66 months	Developed in English and translated into Spanish and French; earlier editions of ASQ available in Korean	(R) Test-retest 0.91; inter-rater 0.92; (V) 0.82–0.88; (S) 70–86%	Each questionnaire takes 10–15 minutes to complete; 1–3 minutes to score; parent, caregiver, or teacher can score the ASQ-3 w/out a professional background or technical training; parents/caregivers complete questionnaires; professionals, paraprofessionals, or clerical staff score them	Online management w/ASQ Pro for single-site programs, ASQ Enterprise for multi-site programs, ASQ Hub to link the two, and ASQ Family Access for online questionnaire completion/Brooks Publishing Co.
*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE)	An easy-to-use tool with a deep, exclusive focus on children's social and emotional behavior	Social-emotional screening	Addresses seven behavioral areas: Self-Regulation Compliance Communication Adaptive Functioning Autonomy, Affect Interaction w/People	6–60 months (w/separate questionnaires for 6-, 12-, 18-, 24-, 30-, 36-, 48-, and 60-month intervals; each interval can be used for an age range)	Written at 6th-grade reading level; available in English and Spanish	(R) Inter-rater 0.82; test-retest 0.94; (V) Concurrent 0.93; (S) Sensitivity 71–85%, Specificity 90–98%	10–15 minutes to complete; 1–5 minutes to score; manual, video, and seminars available; can be scored by a paraprofessional	Online scoring and reporting w/ASQ Online/ Paul H. Brookes Publishing Co.

Summary Table 4 (continued) • Examples of Child Screeners (2/8)

SCREENER TITLE	PURPOSE	TOPIC	DEVELOPMENTAL AREAS OR METHODS	POPULATION AND AGE SPAN TARGETED BY TOOL	CULTURAL, ETHNIC, LINGUISTIC SENSITIVITY	RELIABILITY/VALIDITY/ SENSITIVITY/SPECIFICITY	PRACTICALITY (TIME TO ADMINISTER AND SCORE, EASE OF ADMINISTRATION)	ONLINE COMPONENT
*Ages and Stages Questionnaire-Social/Emotional, 2nd ed. (ASQ-SE-2) (out in fall 2015)	Screening for social and emotional development	Social-emotional screening	Self-Regulation Compliance Adaptive Functioning Autonomy Affect Social-Communication Interaction with People	1–72 months	Written at 4th–6th-grade reading level; available in English and Spanish	(R) Test-retest .89; Internal consistency .84; (V) 0.83; (S) Sensitivity 81%, Specificity: 83%	10–15 minutes to complete; 1–3 minutes to score; parents or other caregivers can administer it; professionals, paraprofessionals, or office staff will score it	Online scoring and reporting w/ASQ Online/ Paul H. Brookes Publishing Co.
*Battelle Developmental Inventory, 2nd ed. (BDI-2)	Screens and evaluates early childhood developmental milestones	Developmental screening	Personal-Social Adaptive Motor Communication Cognitive Ability	Birth–7 years, 11 months	Available in English and Spanish	(R) 0.91; (S) Sensitivity 72–93%, Specificity 79–86% across all groups (including autism, developmental delay, cognitive delay, motor delay, and speech/language delays)	Complete BDI-2: 60–90 minutes; Screening Test: 10–30 minutes; must be administered by a professional or paraprofessional w/proper training, understanding of test and measurement concepts, and familiarity w/ early childhood development	Online entry/ Riverside Publishing
***Behavioral and Emotional Screening System (BESS)	Norm-referenced behavioral questionnaire, using parent and teacher reports supplemented as age- and developmentally-appropriate by child self-report; focuses on the child’s problem behavior and strengths to assist school personnel and other care providers	Mental health screening	Consists of items relating to four dimensions of behavioral and emotional functioning, including Adaptive Skills, Externalizing Problems, Internalizing Problems, and School Problems; scales assess hyperactivity, aggressive behavior, anxiety, depression, communication and social skills, attention, and learning	36 months–17 years	Parent and teacher and child-teacher forms written at 6th-grade level; child self-report form at 2nd-grade level; both English and Spanish language versions and audio recording of items are available as possible accommodations	Though research on these other forms and populations is encouraging, additional targeted research needed to strengthen support for the use of the BESS w/these other groups; consistency and trends observed across the research on the BESS are notable	Readily administered, does not require formal training; different forms for various respondents including teachers, parents, and students w/some unique considerations for each form; all forms take approximately 3–5 minutes to complete for each student, w/responses being provided on a Likert scale ranging between “Never” and “Always.”	Part of the Behavior Assessment System for Children, 2nd Edition (Kamphaus & Reynolds, 2007), available on Pearson Clinical website
**Brigance Early Childhood Screens-3rd ed. (BECS-III) [part of Brigance Early Childhood Development Inventory-3rd ed. (BECDI-III)]	Provide quick, easy, and accurate screening of skills that are critical predictors of school success	Developmental screening	Physical Development Language Academic Cognitive Self-Help Social-Emotional	0–35 months includes screens for infants, toddlers, and 2-year-olds; 3–5 years includes screens for 3-, 4-, and 5-year-olds; K & 1 includes screens for 5- and 6-year-olds	Available in English and Spanish; one version available for assessing Spanish-language children	(R) Internal 0.92–0.99; Inter-rater 0.82–0.98; (S) Sensitivity 86–94%, Specificity 81–93%	10–15 minutes per child to administer	Curriculum Associates

Summary Table 4 (continued) • Examples of Child Screeners (3/8)

SCREENER TITLE	PURPOSE	TOPIC	DEVELOPMENTAL AREAS OR METHODS	POPULATION AND AGE SPAN TARGETED BY TOOL	CULTURAL, ETHNIC, LINGUISTIC SENSITIVITY	RELIABILITY/VALIDITY/ SENSITIVITY/SPECIFICITY	PRACTICALITY (TIME TO ADMINISTER AND SCORE, EASE OF ADMINISTRATION)	ONLINE COMPONENT
*Brief Infant Toddler Social Emotional Assessment (BITSEA)	For social-emotional/ behavioral problems and delays in competence	Social-emotional screening	Externalizing, internalizing, dysregulation, and competencies	12–36 months	Normed on an ethnically-and socially-diverse population; written at 5th–6th-grade reading level; available in English and Spanish	(R) Test-retest 0.82–0.90; Inter-rater (mother/father) 0.58–0.79; (V) Evaluator ratings of dysregulation correlated significantly w/ ITSEA; ITSEA dysregulation correlated w/evaluator ratings of Internalizing/ Externalizing problems; (S) Sensitivity 80–99%, Specificity 80–89%	7–10 minutes to administer; individuals trained in the administration of psychometric tests should assess children's results	None/Pearson Clinical
*Child Development Review-Parent Questionnaire (CDR-PQ)	Norm-based screening tools designed to track normal development from 18 months to kindergarten, flag possible delays, elicit parent concerns about possible problems, and open communication between parents and professionals	Developmental screening	Social-Emotional Self-Help Fine Motor Gross Motor Language	18 months–kindergarten	Cultural, ethnic, linguistic sensitivity: written at 6th-grade level; available in English and Spanish	(R) .70; (V) Discriminant .81–.89; (S) .68–.80	3–5 minutes; may be done by parent in advance as well	http://childdevelopmentreview.com/index.html
*Developmental Assessment of Young Children-2nd ed. (DAYC-2)	Norm-referenced screening and assessment tool designed to meet Individuals with Disabilities Education Act/ Early Intervention Program requirements; focuses on developmental delays and atypical development as well as on developmental strengths	Developmental screening	Cognition Communication Social-Emotional Physical Development Adaptive Behavior	Birth–5 years, 11 months	Can be used with non-English-speaking families through a translator	(R) exceeds .90; (V) .91–.98; (S) .78–.96, which exceeds the desirable level	Approximately 20 minutes to administer full screening; however, specific subtests may be used based on impressions of the child's strengths and needs	Pearson Clinical
**Developmental Indicators for the Assessment of Learning, 4th ed. (DIAL-4)	Global screening tool; efficiently screen large number of children w/a team of operators, or screen one-on-one; provides norm-referenced scores in each of five areas; descriptive categories: "OK" or "Potential Delay"	Developmental screening	Motor Language Concepts Self-Help Social Development	2 years, 6 months–5 years, 11 months	Standardized on a representative national norm sample; developed and normed in Spanish; language responses may be both expressive and receptive	(R) Split-half by age range by domain–mean = .84–.95; (English) mean = .79–.96; (V) Inter-correlational studies: ESP, BDI-2, DAS-II, Vineland-II PRF, Vineland-II TRF Test-Retest; conducted on all forms in English and Spanish by age; reported in DIAL-4 manual; (S) Moderate to high levels of sensitivity, specificity, and agreement; below 85 cut off = .67, .94, .81; below 90 cut off = .76, .86, .81	20–30 minutes per child; administered in team format—6 children can be assessed in an hour; parent questionnaire takes about 15–20 minutes; Speed DIAL-4 (brief form) may be administered in about 20 minutes per child; may be administered by operators w/training on DIAL-4, under the supervision of degreed personnel w/assessment training	Pearson Clinical

Summary Table 4 (continued) • Examples of Child Screeners (4/8)

SCREENER TITLE	PURPOSE	TOPIC	DEVELOPMENTAL AREAS OR METHODS	POPULATION AND AGE SPAN TARGETED BY TOOL	CULTURAL, ETHNIC, LINGUISTIC SENSITIVITY	RELIABILITY/VALIDITY/ SENSITIVITY/SPECIFICITY	PRACTICALITY (TIME TO ADMINISTER AND SCORE, EASE OF ADMINISTRATION)	ONLINE COMPONENT
**Early Screening Inventory-Revised (ESI-R)	Brief universal screening tool	Developmental screening	Individually administered; provides two descriptive ratings (“OK” or “Refer”)	3 years–5 years, 11 months	Nationally standardized w/a representative population	Information not readily available	Information not readily available	Pearson Clinical
*Early Screening Profiles-Revised (ESP-R)	Test children to identify possible handicaps, developmental problems, or giftedness and to determine whether further evaluation is needed to prescribe specialized intervention services	Developmental screening	Cognitive Language Motor Self-Help Social Articulation Behavior Health	2 years, 0 months–6 years, 11 months	Developed in English	(R) 0.66–0.91	Testing time ranges from 15–30 minutes, depending on age and developmental level of the child; parent and teacher questionnaires completed in 10–15 minutes	Pearson Clinical
*Feifer Assessment of Reading-Screener (FAR-Screener)	Identify children at risk for developmental dyslexia and measure the underlying processes of reading; appropriate for school-wide universal screening to determine early indicators of dyslexia	Literacy screening	Determine the examinee’s specific subtype of reading impairment and inform decisions about appropriate interventions	4–21 years; screen for dyslexia and identify needs of at-risk readers	Normative sample was a large ethnically and socially diverse population; bias analyzed by expert review and differential analysis	(R) Internal consistency .67–.95; test-retest .66–.95 (majority in .80s and .90s); (V) Content, Construct, and Criterion validity	Individual; 15–20 minutes	Coming soon/ PAR, Inc.
***First Screening Test for Evaluating Preschoolers (FirstSTEP)	Individually-administered developmental screener designed to identify young children who may have developmental delays; screener determines whether a child is functioning within normal limits or is in need of a complete diagnostic evaluation	Preschool-age screening	Cognitive Communication (language) Motor Social-Emotional Adaptive Functioning	2 years, 9 months–6 years, 2 months	Available in English	Information not readily available	Approximately 15 minutes to administer; can be scored by users who follow the standardized administration instructions in the manual	Pearson Clinical
*Infant Development Inventory (IDI)	Brief screening questionnaire for children from birth–18 months; parents describe their baby, report the infant’s activities, their questions and concerns about the baby’s health, development, and behavior, and how they are doing as parents	Developmental screening	Parents report their child’s developmental skills in five areas: Social, Self-Help, Gross Motor, Fine Motor, and Language by completing the Infant Development Chart	Birth–18 months	Available in English and Spanish	(V) 0.86; (S) Sensitivity 85%, Specificity 77%	Approximately 10 minutes to administer, 5 minutes to score	http://childdevelopmentreview.com/index.html

Summary Table 4 (continued) • Examples of Child Screeners (5/8)

SCREENER TITLE	PURPOSE	TOPIC	DEVELOPMENTAL AREAS OR METHODS	POPULATION AND AGE SPAN TARGETED BY TOOL	CULTURAL, ETHNIC, LINGUISTIC SENSITIVITY	RELIABILITY/VALIDITY/ SENSITIVITY/SPECIFICITY	PRACTICALITY (TIME TO ADMINISTER AND SCORE, EASE OF ADMINISTRATION)	ONLINE COMPONENT
***Learning Accomplishment Profile-3rd ed. (LAP-3)	Criterion-referenced assessment to screen preschool children; results are linked to specific intervention activities; emphasis on providing information to be shared w/parents	Developmental screening	Motor (Gross, Fine) Self-Help (Adaptive) Language (Communication) Cognitive Social-Emotional Functioning Prewriting	36–72 months	Available in English and Spanish	Neither assigns a diagnostic label nor yields statistically precise measures regarding a child's level of functioning; not a standardized test; information generated can be used in conjunction w/ norm-referenced when determining if a child has a disability	12–15 minutes to administer; assists teachers, clinicians, and parents in assessing individual skill development of young children	Kaplanco
*PDD Behavior Inventory Screening Version (PDDBI-SV)	Screen for autism spectrum disorder in children	Autism spectrum disorder screener	Quickly identify children at risk for autism spectrum disorder (ASD)	1–12 years	Normative sample from large ethnically- and socially-diverse population; bias review conducted by expert review panels	(R) Teacher test-retest .65–.99, parent test-retest .38–.91; (V) Concurrent, Criterion, and Clinical validity; (S) Sensitivity, specificity, positive predictive power, and negative predictive power of an ASD group and a non-ASD group were examined; results support the tool's diagnostic validity.	Parent report, individual, or group; 5–10 minutes	Online/PAR, Inc.
*Parents' Evaluation of Developmental Status (PEDS)	Developmental-behavioral/ mental health screener and decision-support measure identifying when to refer versus screen milestones (e.g., w/ the PEDS-DM) versus advising families about topics of concern; elicits parents' verbatim concerns and prompts providers to add their own before scoring	Developmental-behavioral/ mental health screening	Cognitive, Expressive, and Receptive Language Fine Motor Gross Motor Behavior Social-Emotional Self-Help School	Birth–8 years	Written at 4th-grade level; print version available in English, Spanish, and Vietnamese; additional translations into Arabic, Chinese (Simplified and Traditional/Taiwanese), Farsi, French, Galician, Haitian-Creole, Hmong, Pilipino, Nepali, Laotian, Cambodian, Indonesian, Malaysian, Portuguese, Cape Verdean, Russian, Somali, Swahili, Thai, Dutch, Polish, Burmese, Armenian, Hebrew, Hindi, and Turkish are available as digital files via license agreement	(R) Inter-rater 95–97%; test-retest 94%; (S) Sensitivity 96%, Specificity 83%	Less than 5 minutes for parents to complete	Online (together w/the PEDS-DM and M-CHAT-R); site provides automated scoring, summary reports for parents, referral letters, billing and procedure codes for optimizing reimbursement, and a searchable administration database (e.g., by birth date, date of test, type of result, etc.) available w/ data entry and reporting options; www.pedstest.com

Summary Table 4 (continued) • Examples of Child Screeners (6/8)

SCREENER TITLE	PURPOSE	TOPIC	DEVELOPMENTAL AREAS OR METHODS	POPULATION AND AGE SPAN TARGETED BY TOOL	CULTURAL, ETHNIC, LINGUISTIC SENSITIVITY	RELIABILITY/VALIDITY/ SENSITIVITY/SPECIFICITY	PRACTICALITY (TIME TO ADMINISTER AND SCORE, EASE OF ADMINISTRATION)	ONLINE COMPONENT
*Parents' Evaluation of Developmental Status-Developmental Milestones (PEDS-DM)	Six- to eight-item screener tracking a child's development in several domains; tracks progress over time on a recording form w/multiple time periods, through which strengths and weakness in various domains become apparent	Developmental-behavioral/ social-emotional/ mental health screening	Expressive, Receptive, and Written Language Fine Motor Gross Motor Social-Emotional Self-Help Academic in both reading and math	For children 0–8 years w/additional measures (such as the M-CHAT, the Brigance Parent-Child Interactions Scale, the Family Psychosocial Screen) along w/ mental health and academic screeners for older children and adolescents	Written at 1st–2nd-grade level; print version available in English and Spanish; licensing of digital translation available in Arabic, Portuguese, French, Thai, Chinese (Traditional/Taiwanese), and Swahili	(R) Inter-rater 82–96%; test-retest 98–99%; (S) Sensitivity and specificity range from 83–84% across domains and age levels	About 5 minutes to complete; parents can self-administer OR the PEDS-DM can be administered hands-on by professionals; teacher, administrator, or other professional can score w/out a technical background or training.	Available online; site provides automated scoring, summary reports for parents, referral letters, billing and procedure codes for optimizing reimbursement, and a searchable administration database (e.g., by birth date, date of test, type of result, etc.); www.pedstest.com
*Pediatric Symptom Checklist (PSC-35)	Brief screening questionnaire used by pediatricians and other health professionals to improve the recognition and treatment of psychosocial problems in children	Mental health screening	Screens for general psychosocial problems	3–18 years	Test population was a large representative sample; written at 5th–6th-grade reading level; available in English, Spanish, Chinese, Dutch, Portuguese, Filipino, French, German, Haitian Creole, Hebrew, Hindi, Hmong, Italian, Japanese, Khmer, Malayalam, Setswana, and Somali	(R) Test-retest 0.84–0.91; (V) and (S) report issued by the authors used specificity and sensitivity measures for validity; Sensitivity 95%, Specificity 68%	2–5 minutes if a parent completes; 9–12 minutes if an interview is needed; 2 minutes to score; no special qualifications for scoring	Online; forms and scoring structure available

Summary Table 4 (continued) • Examples of Child Screeners (7/8)

SCREENER TITLE	PURPOSE	TOPIC	DEVELOPMENTAL AREAS OR METHODS	POPULATION AND AGE SPAN TARGETED BY TOOL	CULTURAL, ETHNIC, LINGUISTIC SENSITIVITY	RELIABILITY/VALIDITY/ SENSITIVITY/SPECIFICITY	PRACTICALITY (TIME TO ADMINISTER AND SCORE, EASE OF ADMINISTRATION)	ONLINE COMPONENT
*Pre-Language Assessment Survey (Pre-LAS)	Pre-LAS Observational Assessment for 3-year-olds measures a range of behaviors and skills typical of 3-year-old children in child-care settings; focus is on young children's increasing abilities to communicate w/their teachers and child-care providers as well as w/other children; main purpose is to provide general profiles of language and early literacy competencies for children who speak the target language as a first, second, or additional language	Early childhood education (language assessment)	Assessment includes targeted communicative behaviors and individual language and literacy skills that are easily observed during daily activities and routines	36–41 months and 42–47 months	Aligns w/ recommendations by the National Association for the Education of Young children (NAEYC) for culturally- and linguistically-appropriate assessment of young English language learners	(R) Follows AERA, APA, and NCME for reliability (reliability of raw scores and subscales, and overall standard error of measurement); Observed Performance Scale: 1 = No Performance; 2 = Emerging Performance; 3 = Progressing Performance; 4 = Successful Performance; and the following scale: 36–41 months – 38–67, 42–47 months – 44–71; plus subscale scores for Oral Language/Literacy-Related Oral Language and Early Literacy w/Performance Descriptions	Periodic observations designed to be embedded in a program's daily classroom routines and activities	Paper and Pencil published by CTB/McGraw-Hill LLC
*Reynolds Child Depression Scale-2nd ed.: Short Form (RCDS-2:SF)	Measure depressive symptoms in children in grades 2–6	Depression screener	Children answer questions about how they have been feeling during the past two weeks; all items are worded in the present tense to elicit current symptoms status	7–13 years	Normative sample was a large ethnically- and socially-diverse population; bias review conducted by expert review panels	(R) Test-retest .72–.90; Internal consistency .74–.93; (V) Content, Criterion, Construct, Convergent, and Discriminant validity	Individual or group: 2–3 minutes to administer; 10 minutes to score	Online/PAR, Inc.
*Social Emotional Assets and Resilience Scales-Short Form (SEARS-SF)	Quickly assess positive social-emotional attributes of children and adolescents; appropriate for school-wide universal screening to determine deficits in important social-emotional skills	Social-emotional screening	Measures social-emotional competencies of children w/a multiple-perspective approach	5–18 years; used w/children and adolescents exhibiting a variety of clinical problems or who are at high risk for developing such problems	Available in English and Spanish; normative sample was a large ethnically- and socially-diverse population; bias review was conducted by expert review panels	(R) Internal consistency .82–.93; Test-retest reliability .74–.92; (V) Content, Concurrent, and Internal structure validity	Self- and informant report; 5 minutes	Online/PAR, Inc.
*Spence Anxiety Scales (SCAS)	Assesses the severity of anxiety symptoms broadly in line w/the dimensions of anxiety disorders	Mental health screening and evaluation of treatment outcome	Measures overall anxiety and subtypes: generalized anxiety, panic/agoraphobia, social phobia, separation anxiety, obsessive compulsive disorder, and physical injury fears	7–17 years	Available in English and Spanish; the SCAS and its parent and preschool versions have been translated into multiple languages and conducted by various researchers from around the world, w/permission of the original author	(R) Internal reliability total score .92; subscales: .60–.90; test-retest reliability (6 months); total score .60; subscales .45–.57	Approximately 10 minutes to administer	SCAS website www.scaswebsite.com

Summary Table 4 (continued) • Examples of Child Screeners (8/8)

SCREENER TITLE	PURPOSE	TOPIC	DEVELOPMENTAL AREAS OR METHODS	POPULATION AND AGE SPAN TARGETED BY TOOL	CULTURAL, ETHNIC, LINGUISTIC SENSITIVITY	RELIABILITY/VALIDITY/ SENSITIVITY/SPECIFICITY	PRACTICALITY (TIME TO ADMINISTER AND SCORE, EASE OF ADMINISTRATION)	ONLINE COMPONENT
*Survey of Well-Being of Young Children (SWBYC)	Comprehensive screening tool completed by parents typically during regular well-child pediatric visits for children under five years of age	Developmental screening	Social-Emotional Development Motor Language Social Cognitive Development	Comprised of several different scales: Baby Pediatric Symptom Checklist (BPSC birth–18 months), Pre-school Pediatric Symptom Checklist (PPSC 18–60 months), Parent’s Observations of Social Interactions (POSI 16–30 months), The Developmental Milestones checklist, and Family Risk Factors questions (birth–60 months)	All forms available in English and Spanish; translations are currently in process into Portuguese, Nepali, Burmese, and Bulgarian	Information not readily available	Approximately 10–15 minutes to complete; no additional training needed to use the SWBYC; designed for parents, pediatricians, preschool teachers, nurses, and other professionals involved in early care and education	www.theswyc.org

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

* One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.

** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.

*** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.

Summary Table 5 • Program Measures (1/6)

TOOL	AGES/SETTING SERVED	PROGRAM	PUBLISHER EXTERNAL	PRIMARY PURPOSES			DATA COLLECTION METHODS				DOMAINS—CHILD DEVELOPMENT								
				IMPROVEMENT	MONITORING/ ACCREDITATION	RESEARCH/ EVALUATION	OBSERVATION	INTERVIEW	QUESTIONNAIRE	DOCUMENT	1	2	3	4	5	6	7	8	9
											LA	LI	M	S	CA	GC	SED	AL	HP
*Assessment Profile for Early Childhood Programs (APECP)	Infant, toddler, pre-school, and school-age programs	✓	✓	✓		✓	✓	✓		✓					✓	✓	✓	✓	
***Assessment of Practices in Early Elementary Classrooms (APEEC)	K-3 general education classrooms		✓		✓	✓	✓	✓								✓	✓	✓	
*Assessment Profile for Family Child Care Homes (APFCCH)	Family child care homes for infants through school-age children		✓	✓		✓	✓	✓		✓					✓	✓		✓	
*Business Administration Scale for Family Child Care (BAS)	Family child care programs serving children of all ages	✓	✓	✓	✓	✓	✓	✓		✓									
***Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA)	Pre-school classrooms where children are English Language Learners		✓			✓	✓	✓			✓	✓				✓	✓		
***Child Care Assessment Tool for Relatives (CCATR)	Family, friend, and neighbor care settings for children under age 6		✓			✓	✓	✓			✓				✓	✓		✓	
*Child Care Home Inventories (CC-HOME)	Non-parental child care arrangements in home-like settings for children from infancy–age 6, designed to measure quality and quantity of stimulation and support available to child in home environment; focus is on child in environment, child as recipient of inputs from objects, events, and transactions occurring in connection w/family surroundings		✓		✓	✓	✓				✓				✓				
***Child Caregiver Interaction Scale (CCIS)	Children from infancy through school age in home- and center-based settings		✓	✓	✓	✓	✓				✓	✓			✓	✓	✓	✓	
*Child-Caregiver Observation System (C-COS)	Children ages 1–5 years in all types of child care settings		✓			✓	✓				✓					✓	✓		
*Child Development Program Evaluation Scale (CDPES)	Infant, toddler, pre-school, and school-age child care settings	✓	✓		✓	✓	✓	✓		✓	✓			✓	✓	✓		✓	

DOMAINS—CHILD DEVELOPMENT

LA Language Development LI Literacy M Math S Science CA Creative Arts GC General Cognition SED Social and Emotional Development AL Approaches to Learning HP Health/Physical Development

Summary Table 5 (continued) • Program Measures (2/6)

TOOL	AGES/SETTING SERVED	PROGRAM	PUBLISHER EXTERNAL	PRIMARY PURPOSES			DATA COLLECTION METHODS				DOMAINS—CHILD DEVELOPMENT								
				IMPROVEMENT	MONITORING/ACCREDITATION	RESEARCH/EVALUATION	OBSERVATION	INTERVIEW	QUESTIONNAIRE	DOCUMENT	1	2	3	4	5	6	7	8	9
											LA	LI	M	S	CA	GC	SED	AL	HP
**Child/Home Early Language & Literacy Observation (CHELLO)	Mixed-age, home-based care settings		✓	✓		✓	✓	✓			✓	✓					✓		
*Caregiver (Adult) Interaction Scale (CIS)	Early childhood classrooms or family child care homes		✓			✓	✓										✓		
*Classroom Assessment Scoring System (CLASS): Infant Version (Infant CLASS)	Infants, ages birth–18 months (center-based or family child care home)	✓	✓	✓	✓	✓	✓				✓					✓	✓	✓	
*Classroom Assessment Scoring System (CLASS): Toddler Version (Toddler CLASS-T)	Toddlers, ages 15–36 months (center-based or family child care home)	✓	✓	✓	✓	✓	✓				✓					✓	✓	✓	
*Classroom Assessment Scoring System (CLASS): Pre-K Version (CLASS Pre-K)	Pre-K, ages 3–4 years (center/school-based or family child care home)	✓	✓	✓	✓	✓	✓				✓					✓	✓	✓	
*Classroom Code for Interactive Recording of Children's Learning Environments (CIRCLE)	Pre-school programs serving children ages 3–5 years	✓	✓	✓		✓	✓				✓	✓					✓	✓	
***Classroom Language and Literacy Environment Observation (CLEO)	Formal child care or Head Start settings serving children ages 3–5 years		✓			✓	✓				✓	✓					✓		
*Classroom Observation of Early Mathematics Environment and Teaching (COEMET)	Early childhood settings for toddlers–2nd grade		✓			✓	✓						✓						
*Child Observation Form and Scale (COFAS)	Infant–12 years classroom settings	✓	✓		✓	✓	✓				✓				✓	✓	✓		
***Classroom Practices Inventory (CPI)	Early childhood programs for children ages 4–5 years; measure was adapted for use in kindergarten-primary programs		✓		✓	✓	✓										✓	✓	
*Coaching to Fidelity (CTF)	Pre-school programs	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
***Emergent Academics Snapshot (EAS)	Pre-school–kindergarten-aged children in child care, pre-school, or kindergarten settings		✓			✓	✓				✓						✓	✓	

DOMAINS—CHILD DEVELOPMENT

LA Language Development LI Literacy M Math S Science CA Creative Arts GC General Cognition SED Social and Emotional Development AL Approaches to Learning HP Health/Physical Development

Summary Table 5 (continued) • Program Measures (3/6)

TOOL	AGES/SETTING SERVED	PROGRAM	PUBLISHER EXTERNAL	PRIMARY PURPOSES			DATA COLLECTION METHODS				DOMAINS—CHILD DEVELOPMENT								
				IMPROVEMENT	MONITORING/ ACCREDITATION	RESEARCH/ EVALUATION	OBSERVATION	INTERVIEW	QUESTIONNAIRE	DOCUMENT	1	2	3	4	5	6	7	8	9
											LA	LI	M	S	CA	GC	SED	AL	HP
*Early Childhood Classroom Observation Measure (ECCOM)	Classrooms serving children ages 4–7 years	✓	✓	✓		✓	✓						✓	✓	✓	✓			
*Early Childhood Environmental Rating Scale-Extension (ECERS-E)	Early childhood classrooms serving children ages 3–5 years	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓			
*Early Childhood Environmental Rating Scale-3rd ed. (ECERS-3)	Early childhood classrooms serving children ages 3–5 years	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	
*Early Childhood Environmental Rating Scale-Revised (ECERS-R)	Early childhood classrooms serving children ages 2½–5 years	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	
***Early Language and Literacy Classroom Observation (ELLCO)	PreK–3rd grade classrooms	✓	✓	✓		✓	✓	✓	✓				✓	✓					
***Early Language and Literacy Classroom Observation-Pre-Kindergarten (ELLCO–Pre-K)	Center-based classrooms for children ages 3–5 years	✓	✓	✓		✓	✓	✓					✓	✓					
***Early Language and Literacy Classroom Observation-Addendum for English Language Learners (ELLCO-DLL)	PreK–3rd grade classrooms	✓	✓	✓		✓	✓	✓	✓				✓	✓					
***Early Literacy Observation Tool (E-LOT)	Pre-K and kindergarten classrooms (version available for elementary classrooms)	✓	✓	✓	✓	✓	✓						✓	✓					
***Emlen Scales (ES)	Children of all ages in any type of child care arrangement	✓ Parents				✓			✓									✓	
***Environment and Policy Assessment and Observation (EPAO)	Child care centers for pre-school-aged children		✓		✓		✓			✓			✓	✓	✓	✓	✓	✓	
*Family Child Care Environment Rating Scale-Revised ed. (FCCRS-R)	Family child care home settings serving children birth–elementary school	✓	✓		✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	

DOMAINS—CHILD DEVELOPMENT

LA Language Development LI Literacy M Math S Science CA Creative Arts GC General Cognition SED Social and Emotional Development AL Approaches to Learning HP Health/Physical Development

Summary Table 5 (continued) • Program Measures (4/6)

TOOL	AGES/SETTING SERVED	PROGRAM	PUBLISHER EXTERNAL	PRIMARY PURPOSES			DATA COLLECTION METHODS				DOMAINS—CHILD DEVELOPMENT								
				IMPROVEMENT	MONITORING/ACCREDITATION	RESEARCH/EVALUATION	OBSERVATION	INTERVIEW	QUESTIONNAIRE	DOCUMENT	1	2	3	4	5	6	7	8	9
											LA	LI	M	S	CA	GC	SED	AL	HP
**Individualized Classroom Assessment Scoring System (inCLASS)	Pre-school and kindergarten programs for children ages 3–5 years in all settings	✓ Teachers/ Parents	✓	✓		✓	✓		✓			✓					✓		✓
*Infant-Toddler Environment Rating Scale-Revised (ITERS-R)	Classrooms serving infants from birth–30 months	✓	✓	✓	✓	✓	✓	✓				✓	✓		✓	✓	✓	✓	✓
*Language Interaction Snapshot (LISn)	Family- and center-based classrooms serving children ages 3 and 4 years		✓			✓	✓					✓	✓						
*Language Interaction Snapshot End of Visit Rating (LISn_EVR)	Family- and center-based classrooms serving preschoolers		✓			✓	✓					✓	✓				✓	✓	
*Observation Measure of Language and Literacy Instruction (OMLIT)	Early childhood classrooms; Snapshot and Read Aloud Profile have also been used in family child care homes		✓			✓	✓					✓	✓			✓	✓	✓	
***Observational Record of the Caregiving Environment (ORCE)	Primary child care settings—measures available at ages 6, 15, 24, 36, and 54 months		✓			✓	✓												
*Program Administration Scale (PAS)	Center-based early care and education programs	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓		✓	✓	✓
***Preschool Classroom Implementation Rating Scale (PCI)	Pre-school or kindergarten classrooms in public or private schools, day care centers, Head Start, or church programs serving children ages 3–6 years		✓		✓	✓	✓										✓		✓
***Program for Infant/Toddler Care Program Assessment Rating Scale (PITC PARS)	Programs that serve children ages 0–3 years outside the home		✓	✓	✓	✓	✓	✓			✓					✓	✓	✓	
*Preschool Mental Health Climate Scale (PMHCS)	Pre-school-aged children in Head Start or other pre-school programs; measures mental healthiness of the classroom climate; in other words, how mentally healthy is this classroom for children's social and emotional development?		✓	✓		✓	✓										✓		✓

DOMAINS—CHILD DEVELOPMENT

LA Language Development LI Literacy M Math S Science CA Creative Arts GC General Cognition SED Social and Emotional Development AL Approaches to Learning HP Health/Physical Development

Summary Table 5 (continued) • Program Measures (5/6)

TOOL	AGES/SETTING SERVED	PROGRAM	PUBLISHER EXTERNAL	PRIMARY PURPOSES			DATA COLLECTION METHODS				DOMAINS—CHILD DEVELOPMENT								
				IMPROVEMENT	MONITORING/ACCREDITATION	RESEARCH/EVALUATION	OBSERVATION	INTERVIEW	QUESTIONNAIRE	DOCUMENT	1	2	3	4	5	6	7	8	9
											LA	LI	M	S	CA	GC	SED	AL	HP
*Program Quality Assessment-HighScope (PQA-HighScope)	All center-based pre-school settings, regardless of whether center is using HighScope	✓	✓	✓	✓	✓	✓	✓					✓	✓		✓		✓	
*Preschool Rating Instrument for Science and Math (PRISM)	Pre-school classrooms		✓				✓	✓				✓	✓			✓	✓	✓	✓
*Quality of Early Childhood Care Settings: Caregiver Rating Scale (QUEST)	Variety of settings from informal care to formal center-based care of children ages 0–5 years		✓				✓	✓				✓	✓	✓	✓	✓	✓		
***Ramey's Observation of the Learning Environment (ROLE)	Pre-K classrooms serving children ages 3 and 4 years		✓				✓	✓											✓
*Ready School Assessment (RSA)	Elementary schools w/an emphasis on Pre-K–2nd grade classrooms	✓		✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
*Riverside Early Assessment of Learning (REAL)—three versions: Kindergarten Readiness, Head Start, and IDEA	Birth–7 years, 11 months: IDEA Part C & B, Head Start, day care, pre-school, kindergarten	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
*School Age Care Environment Rating Scale (SACERS)	School-aged care settings serving children ages 5–12 years	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓
*Supports for Early Literacy Assessment (SELA)	Classrooms serving children ages 3–5 years		✓	✓			✓	✓				✓	✓						
*Supports for Social-Emotional Growth Assessment (SSEGA)	Classrooms serving children ages 3–5 years		✓	✓			✓	✓								✓	✓	✓	
*Teacher Behavior Rating Scale (TBRS)	Teachers and caregivers of children ages 3–5 years in a variety of settings	✓	✓	✓	✓	✓	✓	✓				✓	✓					✓	
*Teacher Knowledge Assessment (TKA)	Early education teachers who are new to the field or who have completed professional development in language and literacy	✓		✓			✓			✓						✓	✓		

DOMAINS—CHILD DEVELOPMENT

LA Language Development LI Literacy M Math S Science CA Creative Arts GC General Cognition SED Social and Emotional Development AL Approaches to Learning HP Health/Physical Development

Summary Table 5 (continued) • Program Measures (6/6)

TOOL	AGES/SETTING SERVED	PROGRAM	PUBLISHER EXTERNAL	PRIMARY PURPOSES			DATA COLLECTION METHODS				DOMAINS—CHILD DEVELOPMENT								
				IMPROVEMENT	MONITORING/ACCREDITATION	RESEARCH/EVALUATION	OBSERVATION	INTERVIEW	QUESTIONNAIRE	DOCUMENT	1	2	3	4	5	6	7	8	9
											LA	LI	M	S	CA	GC	SED	AL	HP
*Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)	Pre-school classrooms		✓	✓		✓	✓	✓									✓		

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

- * One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.
- ** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.
- *** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.

DOMAINS—CHILD DEVELOPMENT

LA Language Development LI Literacy M Math S Science CA Creative Arts GC General Cognition SED Social and Emotional Development AL Approaches to Learning HP Heath/Physical Development

Summary Table 6 • Domain, Structure, Administration, and Staff of Program Measures (1/6)

TOOL	STRUCTURE					ADMINISTRATION			MONITORING AND IMPROVEMENT			TRAINING		TIME NEEDED FOR ADMINISTRATION
	BP	FI	AS	CO	CM	IC	LM	PD	AMS	PSA	TRAINING NEEDED	COST OF TRAINING		
*Assessment Profile for Early Childhood Programs (APECP)	✓	✓	✓	✓	✓		✓	✓	✓		2–3 days of training—on demand, minimum of six people; includes a reliability assessment at the end of the training; online course available at any time through this link: http://qassist-catalog.haikulearning.com/products/introduction-to-the-assessment-system	Online course costs \$30; 3-hour course approved nationally for .3 Continuing Education Units (CEUs); course can be used in lieu of the first half day of training; contact: Gillian Gansler, v.p., Business Development Quality Assist, Inc., 17 Executive Park Drive, Suite 150, Atlanta, GA 30329, 404-591-2545 (direct), 404-325-2225 (main)	4–6 hours (for administrative component only) or 1 day (to observe 2–3 classrooms)	
***Assessment of Practices in Early Elementary Classrooms (APEEC)		✓	✓	✓	✓				✓		Information not available	Information not available	1 day	
*Assessment Profile for Family Child Care Homes (APFCCH)		✓		✓	✓			✓			2–3 days of training—on demand, minimum of six people; includes a reliability assessment at the end of the training; online course available at any time through this link: http://qassist-catalog.haikulearning.com/products/introduction-to-the-assessment-system	Online course costs \$30; 3-hour course approved nationally for .3 Continuing Education Units (CEUs); course can be used in lieu of the first half day of training; contact: Gillian Gansler, v.p., Business Development Quality Assist, Inc., 17 Executive Park Drive, Suite 150, Atlanta, GA 30329, 404-591-2545 (direct), 404-325-2225 (main)	4–6 hours	
*Business Administration Scale (BAS)	✓	✓					✓	✓		✓	Five training options available ranging from several hours to 4 days, including an online, self-paced module providing an overview of the tool; trainings include introductory level to reliability level for a variety of audiences (providers, technical assistance specialists, assessors, etc.)	Contact: Jill Bella, director of Quality Supports (800-443-5522, ext. 5059 or jill.bella@nl.edu); for training information: http://mccormickcenter.nl.edu/program-evaluation/program-evaluation-tools/	Approximately 3–4 hours for a formal assessment with a report	
***Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA)			✓	✓	✓				✓		At least 4 days of training	Varies; researchers should be trained by the developers; contact: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 73 Easton Avenue, New Brunswick, NJ 08901-1879, 848-932-4350	Full session for half-day program; from start of day until nap time for full-day program	
***Child Care Assessment Tool for Relatives (CCATR)		✓									2½ days of training	\$1,075 per person	2½–3 hours	
*Child Care Home Inventories (CC-HOME)			✓	✓	✓						No formal training; ½ day of independent training plus tool practice has been used	No formal training; to obtain materials for administering and scoring the HOME Inventories, contact: Lorraine Coulson (lrcoulson@ualr.edu , 715-835-4393), HOME INVENTORY LLC, Distribution Center, 2627 Winsor Drive, Eau Claire, WI 54703; orders placed by email only; for questions regarding HOME Inventories, contact: Robert Bradley, Ph.D. (Robert.Bradley@asu.edu), P.O. Box 873701, Tempe, AZ 85287-3701	Approximately 1 hour/ 45–90 minutes	

DOMAINS

Structure

BP Business Practices
 FI Family Involvement
 AS Activities/Scheduling

CO Classroom Organization
 CM Classroom Materials

Administration

IC Internal Communication
 LM Leadership/Management

Monitoring and Improvement

PD Professional Development
 AMS Assessments/Monitoring of Students
 PSA Program/Staff Assessments

Summary Table 6 (continued) • Domain, Structure, Administration, and Staff of Program Measures (2/6)

TOOL	STRUCTURE					ADMINISTRATION		MONITORING AND IMPROVEMENT			TRAINING		TIME NEEDED FOR ADMINISTRATION
	BP	FI	AS	CO	CM	IC	LM	PD	AMS	PSA	TRAINING NEEDED	COST OF TRAINING	
***Child Caregiver Interaction Scale (CCIS)		✓	✓		✓						1 day of training plus 2 practice observations	Contact the author: B.E. Carl@iup.edu	3 hours
*Child-Caregiver Observation System (C-COS)		✓		✓	✓			✓			1 day of classroom training and 2 field observations	Contact: Mathematica Policy Research, Inc. (609-799-3535 or www.mathematica-mpr.com); Kimberly Boller (KBoller@Mathematica-mpr.com)	2–3 hours
*Child Development Program Evaluation Scale (CDPES)	✓	✓					✓	✓		✓	Approximately 1 week (1–2 days of training plus 2–3 days of on-site training)	Information not available; contact: Richard Fiene, Ph.D. (DrFiene@gmail.com), Research Institute for Key Indicators (RIKI), 41 Grandview Avenue, Middletown, PA 17057, RIKI.Institute@gmail.com, 717-598-8908, http://rikoinstitute.wikispaces.com/home, http://drfiene.wordpress.com/home	1 day for up to 60 children, 2 days for 61–120 children, 3 days for more than 121 children
**Child/Home Early Language & Literacy Observation (CHELLO)		✓	✓	✓	✓				✓		1 day of training	Contact: Dr. Susan Neuman (sbneuman@umich.edu); available on Brookespublishing.com	1½–2 hours; an observational tool examining quality of the language and literacy environment in home-based child care settings
*Classroom Assessment Scoring System (CLASS)			✓	✓				✓		✓	2 days of training followed by online observation testing to become a certified CLASS observer	\$850 per person at a regional training	Approximately 2 hours for 4 cycles of a CLASS observation (20 minutes observing/10 minutes coding)
*Classroom Code for Interactive Recording of Children’s Learning Environments (CIRCLE)			✓						✓		2–4 days of training	Contact: Dr. Jane Atwater (janea@ku.edu)	Approximately 1½ hours
***Classroom Language and Literacy Environment Observation (CLEO)			✓		✓						1 day of training plus 6–8 weeks of practice and reliability training	\$40 per hour plus travel; contact the author: rholland-coviello@air.org	1 day
*Classroom Observation of Early Mathematics Environment and Teaching (COEMET)			✓		✓				✓		2–3 days of training plus practice observations and inter-rater reliability training	Information not available; contact authors: Douglas H. Clements (Douglas.Clements@du.edu) or Julie Sarama (Julie.Sarama@du.edu)	No less than ½ day
*Child Observation Form and Scale (COFAS)			✓								Approximately 1 week (½ day of training plus 3–4 days of practice and reliability training)	Information not available; contact: Richard Fiene, Ph.D., Research Institute for Key Indicators (RIKI), Middletown, PA 17057, DrFiene@gmail.com or RIKI.Institute@gmail.com, 717-598-8908, http://rikoinstitute.wikispaces.com/home, http://drfiene.wordpress.com/home	Approximately 20 minutes per caregiver

DOMAINS

Structure

- BP Business Practices
- FI Family Involvement
- AS Activities/Scheduling

- CO Classroom Organization
- CM Classroom Materials

Administration

- IC Internal Communication
- LM Leadership/Management

Monitoring and Improvement

- PD Professional Development
- AMS Assessments/Monitoring of Students
- PSA Program/Staff Assessments

Summary Table 6 (continued) • Domain, Structure, Administration, and Staff of Program Measures (3/6)

TOOL	STRUCTURE					ADMINISTRATION		MONITORING AND IMPROVEMENT			TRAINING		TIME NEEDED FOR ADMINISTRATION
	BP	FI	AS	CO	CM	IC	LM	PD	AMS	PSA	TRAINING NEEDED	COST OF TRAINING	
***Classroom Practices Inventory (CPI)			✓								Several weeks of preliminary observations and practice	No formal training	At least 2½ hours
*Coaching to Fidelity (CTF)		✓	✓	✓	✓	✓	✓	✓	✓	✓	Printed materials and on-site PD available	Contact: 800-637-3652 to discuss cost; visit www.teachingstrategies.com for more information	Time varies based on length of time program has implemented curriculum
***Emergent Academic Snapshot (EAS)			✓								Training by authors	Information not available	1 to 2 hours for 1 child; 3 to 6½ hours for snapshot of up to 4 children
*Early Childhood Classroom Observation Measure (ECCOM)			✓		✓						2 days of training	Contact: Dr. Deborah Stipek (stipek@stanford.edu)	At least 3 hours
*Early Childhood Environment Rating Scale Extension (ECERS-E)			✓		✓						Training options vary according to goals for desired level of expertise; high stakes observations require more training to reliability; training available from ½ day orientation to introductory to training to acceptable level of reliability; online training available for introductory training; practice observations required for training to acceptable reliability	See Environment Rating Scales website for training options and contact information: www.ersi.info/ERSI Inc. ; ersquestions@gmail.com	3–4 hours
*Early Childhood Environment Rating Scale–3rd ed. (ECERS-3)			✓	✓	✓								3 hours
*Early Childhood Environment Rating Scale–Revised (ECERS-R)		✓	✓	✓	✓	✓	✓	✓		✓	Training options vary according to goals for desired level of expertise; high stakes observations require more training to reliability; training available from ½ day orientation to introductory to training to acceptable level of reliability; online training available for introductory training; practice observations required for training to acceptable reliability	See Environment Rating Scales website for training options and contact information: www.ersi.info/ERSI Inc. ; ersquestions@gmail.com	At least 3–3½ hours
***Early Language & Literacy Classroom Observation (ELLCO)		✓		✓	✓						Minimum of 9 hours	Information not available	1–1½ hours
***Early Language & Literacy Classroom Observation Pre-K Tool (ELLCO–Pre-K)		✓		✓	✓						Contact: Brookes Publishing (brookespublishing.com , 800-638-3775)	Contact: Brookes Publishing (brookespublishing.com or 800-638-3775)	Approximately 3 hours
***Early Language & Literacy Classroom Observation: Addendum for English Language Learners (ELLCO–DLL)		✓		✓	✓						Contact: Dina Castro (castro@mail.fpg.unc.edu)	Contact: Dina Castro (castro@mail.fpg.unc.edu)	1–1½ hours

DOMAINS

Structure

BP Business Practices
 FI Family Involvement
 AS Activities/Scheduling

CO Classroom Organization
 CM Classroom Materials

Administration

IC Internal Communication
 LM Leadership/Management

Monitoring and Improvement

PD Professional Development
 AMS Assessments/Monitoring of Students
 PSA Program/Staff Assessments

Summary Table 6 (continued) • Domain, Structure, Administration, and Staff of Program Measures (4/6)

TOOL	STRUCTURE					ADMINISTRATION			MONITORING AND IMPROVEMENT			TRAINING		TIME NEEDED FOR ADMINISTRATION
	BP	FI	AS	CO	CM	IC	LM	PD	AMS	PSA	TRAINING NEEDED	COST OF TRAINING		
***Early Literacy Observation Tool (E-LOT)					✓				✓		3-step training: read manual, formal training, practice sessions	Varies: \$2,000 for up to 40 people plus trainer travel expenses, plus \$20 per person for materials	At least 80 minutes	
***Emlen Scales (ES)		✓	✓		✓						No training required	N/A, no training required	Approximately 10 minutes	
***Environment and Policy Assessment and Observation (EPAO)			✓	✓	✓						1 day	Contact: Dr. Diane Ward (dsward@email.unc.edu)	1 day	
*Family Child Care Environment Rating Scale-Revised ed. (FCCERS-R)			✓	✓	✓		✓	✓			Training options vary according to goals for desired level of expertise; high stakes observations require more training to reliability; training available from ½ day orientation to introductory to training to acceptable level of reliability; online training available for introductory training; practice observations required for training to acceptable reliability	See Environment Rating Scales website for training options and contact information: www.ersi.info/ERSI Inc.; ersquestions@gmail.com	3½ hours	
**Individualized Classroom Assessment Scoring System (inCLASS)											2 days	Contact: University of Virginia trainers	Approximately 4 hours/1 morning	
*Infant and Toddler Environment Rating Scale—Revised (ITERS-R)		✓	✓	✓	✓						Training options vary according to goals for desired level of expertise; high stakes observations require more training to reliability; training available from ½ day orientation to introductory to training to acceptable level of reliability; online training available for introductory training; practice observations required for training to acceptable reliability	See Environment Rating Scales website for training options and contact information: www.ersi.info/ERSI Inc.; ersquestions@gmail.com	At least 3 hours	
*Language Interaction Snapshot (LISn)		✓									2 days plus 4 hours of individual study; observer must be bilingual	Depends on number of participants; contact: Mathematica (609-799-3535 or www.mathematica-mpr.com) or Sally Atkins-Burnett (SAtkins-Burnett@mathematica-mpr.com)	15 minutes per child observed	
*Language Interaction Snapshot End of Visit Ratings (LISn_EVR)		✓	✓								2–3 days; observer must be bilingual (English and Spanish)	Depends on number of participants; contact: Mathematica (609-799-3535 or www.mathematica-mpr.com) or Sally Atkins-Burnett (SAtkins-Burnett@mathematica-mpr.com)	15 minutes per child observed, typically 2 hours	
*Observation Measures of Language and Literacy Instruction (OMLIT)		✓	✓	✓							Classroom training (8 hours for each of the 4 central measures, less than ½ day for OMLIT-CLOC and Classroom Description) plus practice observation	No set price for providing training; depends on the number of people per training and staff availability as well as availability of local schools for practice sessions where trainers and trainees work together to double-code and review together; contact: Carolyn_Layzer@abtassoc.com	At least 3 hours; tool is not published, but copies were printed for studies, and are available online for researchers interested in using them.	

DOMAINS

Structure

- BP Business Practices
- FI Family Involvement
- AS Activities/Scheduling

- CO Classroom Organization
- CM Classroom Materials

Administration

- IC Internal Communication
- LM Leadership/Management

Monitoring and Improvement

- PD Professional Development
- AMS Assessments/Monitoring of Students
- PSA Program/Staff Assessments

Summary Table 6 (continued) • Domain, Structure, Administration, and Staff of Program Measures (5/6)

TOOL	STRUCTURE					ADMINISTRATION			MONITORING AND IMPROVEMENT			TRAINING		TIME NEEDED FOR ADMINISTRATION
	BP	FI	AS	CO	CM	IC	LM	PD	AMS	PSA	TRAINING NEEDED	COST OF TRAINING		
*Observational Record of the Caregiving Environment (ORCE)			✓	✓							2 days of training plus practice	Information not available	1½–3 hours	
*Program Administration Scale (PAS)	✓	✓	✓			✓	✓	✓	✓	✓	5 training options available ranging from several hours to 5 days, including an online, self-paced module that provides an overview of the tool; trainings include introductory level to reliability level for a variety of audiences (directors, technical assistance specialists, assessors, etc.)	Contact: Jill Bella, director of Quality Supports (800-443-5522, ext. 5059 or jill.bella@nl.edu); for training information: http://mccormickcenter.nl.edu/program-evaluation/program-evaluation-tools/	Approximately 6–8 hours for a formal assessment with a report	
***Preschool Classroom Implementation Rating Scale (PCI)			✓	✓	✓	✓				✓	Ongoing during use: 2 days–2 weeks	Information not available	At least 1 day per visit	
***Program for Infant/Toddler Care Program Assessment Rating Scale (PITC PARS)		✓	✓		✓						At least 3 days of training plus practice	Contact: WestEd, Center for Child and Family Studies Evaluation Team (www.WestEd.org)	At least 3 hours for observation component	
*Preschool Mental Health Climate Scale (PMHCS)			✓			✓					1 full day, with ½ day covering how to score items and ½ day practicing in dyads in classrooms and comparing ratings	Contact: Walter Gilliam (walter.gilliam@yale.edu)	3 hours of classroom observation to complete the measure	
*Preschool Program Quality Assessment-HighScope (PQA-HighScope)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 days of training	Information not available	At least 1 day	
*Preschool Rating Instrument for Science and Math (PRISM)			✓		✓						At least 5 days of training	Varies; researchers should be trained by the developers; contact: Dr. Ellen Frede (efrede@nieer.org)	Full session for ½-day program; 4 hours from start of day for full-day program	
*Quality of Early Childhood Care Settings: Caregiver Rating Scale (QUEST)			✓	✓	✓						2½ days of training	No set price for providing training; depends on the number of people per training and staff availability as well as availability of local schools for practice sessions where trainers and trainees work together to double-code and review together; contact: Carolyn Layzer [Carolyn_Layzer@abtassoc.com or 617-520-3597 (office)]	Information not available; tool is not published, but copies were printed for studies, and are available online for researchers interested in using them	
***Ramey's Observation of the Learning Environment (ROLE)			✓						✓		1 to 2 weeks training and practice	Information not available	2–3 hours	
*Ready School Assessment (RSA)		✓	✓		✓	✓	✓	✓	✓	✓	Ready School Teams attend 2-day workshops; customized training and technical assistance available	Contact: HighScope (infor@highscope.org or 734-485-2000)	Varies	

DOMAINS

Structure

BP Business Practices
 FI Family Involvement
 AS Activities/Scheduling

CO Classroom Organization
 CM Classroom Materials

Administration

IC Internal Communication
 LM Leadership/Management

Monitoring and Improvement

PD Professional Development
 AMS Assessments/Monitoring of Students
 PSA Program/Staff Assessments

Summary Table 6 (continued) • Domain, Structure, Administration, and Staff of Program Measures (6/6)

TOOL	STRUCTURE					ADMINISTRATION			MONITORING AND IMPROVEMENT			TRAINING		TIME NEEDED FOR ADMINISTRATION
	BP	FI	AS	CO	CM	IC	LM	PD	AMS	PSA	TRAINING NEEDED	COST OF TRAINING		
*Riverside Early Assessment of Learning (REAL)—three versions: Kindergarten Readiness, Head Start, and IDEA	✓	✓						✓	✓	✓	✓	Two 1-hour webinar sessions: one session is for the head administrator, the second is designed for the teachers/providers who will complete the child observations/ratings	\$200 per webinar; contact: Stella Roqueblave, director of Sales-Clinical and Early Childhood Solutions (stella.roqueblave@hnhco.com)	Two 1-hour webinars; onsite available but not mandatory
*School Age Care Environment Rating Scale (SACERS)		✓	✓	✓	✓	✓	✓	✓	✓		✓	Training options vary according to goals for desired level of expertise; high stakes observations require more training to reliability; training available from ½ day orientation to introductory to training to acceptable level of reliability; online training available for introductory training; practice observations required for training to acceptable reliability	See Environment Rating Scales website for training options and contact information: www.ersi.info/ERSI Inc.; ersquestions@gmail.com	2½ hours
*Supports for Early Literacy Assessment (SELA)		✓	✓	✓	✓						✓	Several hours for discussion and inter-rater reliability training	Information not available; contact: Sheila Smith, Ph.D., director, Early Childhood, National Center for Children in Poverty, New York, NY 10027-4426 (sheila.smith@nccp.org)	3–3½ hours
*Supports for Social-Emotional Growth Assessment (SSEGA)		✓	✓	✓	✓						✓	Several hours for discussion, practice, and inter-rater reliability training	Information not available; contact: Sheila Smith, Ph.D., director, Early Childhood, National Center for Children in Poverty, New York, NY 10027-4426 (sheila.smith@nccp.org)	3–3½ hours
*Teacher Behavior Rating Scale (TBRS)			✓	✓	✓			✓			✓	At least 2 days (2 weeks for those w/out early education experience)	\$1,890 for training at UTHSC-Houston (plus travel expenses for local training)	2–3 hours
*Teacher Knowledge Assessment (TKA)		✓				✓	✓				✓	No training required	No formal training	Approximately 45 minutes
*Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)		✓	✓	✓	✓						✓	2 days of training, including practice video coding	\$4,600 plus speaker's travel expenses; http://www.brookespublishing.com/training/seminars/tpot-reliability-training/; training sometimes also available at conferences; contact: ml.hemmeter@vanderbilt.edu, beverly.b.hand@vanderbilt.edu	At least 2 hours

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

* One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.

** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.

*** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.

DOMAINS

Structure

- BP Business Practices
- FI Family Involvement
- AS Activities/Scheduling

- CO Classroom Organization
- CM Classroom Materials

Administration

- IC Internal Communication
- LM Leadership/Management

Monitoring and Improvement

- PD Professional Development
- AMS Assessments/Monitoring of Students
- PSA Program/Staff Assessments

Summary Table 7 • Authentic, Curriculum-Consistent Measures (1/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE				METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS	
		PLS	K	Sc	D	F	Su					
MULTI-DOMAIN												
*Academic Achievement Battery-Screener (AAB-S)	4–85		✓	Norm-referenced	✓		✓	✓	Individually administered	Comprehensive form: 90 min. to administer; 15 min. to score	Internal consistency: .77–.98; test-retest: subtests .74–.95, composite .79–.95; reliability coefficients for subtests .77–.97 and composite scores .88–.98 across age- and grade-based normative samples	Measures basic academic skills including letter and word reading, spelling, and mathematical calculation; appropriate for evaluating fundamental academic skills during an initial evaluation, during reevaluation, or when working with those referred for learning, behavior, or vocational concerns; offered online
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)	6 months–5 years	✓	✓	Norm-referenced	✓				Parent/teacher observation	10–30 minutes	.44–.58	
*Battelle Developmental Inventory-2nd ed. (BDI-2)	0–7 years, 11 months	✓	✓	Norm-referenced	✓	✓	✓		Individually administered	45–90 min.; 10–30 min. for screener	.90–.99	Requires supervised training and parent/caregiver input for many items
*Bayley Scales of Infant Development-3rd ed. (BSID-3)	1–42 months			Norm-referenced		✓			Individually administered	30–60 min.	Information not available	Level C user qualification
**Brigance Early Childhood Development Inventory-3rd ed. (BECDI-III)	Birth–7 years	✓		Criterion-referenced, standardized version is norm-referenced			✓		Teacher observation	10–15 min.	Internal: .92–.99/ Inter-rater: .82–.98	
*Child and Adolescent Memory Profile (ChAMP)	5–21 months			Norm-referenced	✓		✓	✓	Individually administered	30–40 min. for full assessment; 10–15 min. for screening index	Internal consistency: .73–.87; test-retest	Assess visual and verbal memory in children, adolescents, and young adults; based on the latest neuroscience research on human memory; brief and easy to administer yet comprehensive: covers core verbal and visual memory domains; focused on learning—each subtest has multiple learning trials; allows for in-depth analysis and progress monitoring through discrepancy score analysis and reliable change scores; also has a base rate analysis of low scores and a strengths and weaknesses analysis; provides intervention recommendations for both home and school; offered online
*Child Observation Record (COR) (HighScope)	2½–6 years	✓	✓	Criterion-referenced			✓	✓	Teacher observation	Ongoing/varies w/classroom and child	.80–.93	Training required; parent report form
*Developmental Assessment of Young Children-2nd ed. (DAYC-2)	0–6 years	✓	✓	Norm-referenced		✓			Teacher observation	10–20 min. per subtest	.94–.99	Qualified examiners likely to be early childhood specialists, school psychologists, diagnosticians, speech-language pathologists, physical therapists, occupational therapists or other professionals w/formal training in assessment

CONTENT KEY

ASSESSMENT TYPE

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core)

Sc Screening assessment

D Diagnostic assessment

F Formative assessment

Su Summative assessment

Summary Table 7 (continued) • Authentic, Curriculum-Consistent Measures (2/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE				METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS	
		PLS	K	Sc	D	F	Su					
*Teaching Strategies® LLC GOLD (TSG)	Birth–3rd grade	✓	✓	Criterion-referenced			✓	✓	Teacher observation	Ongoing	.95–.99	Online and on-site training available; see www.teachingstrategies.com
*Developmental Observation Checklist System (DOCS)	0–6 years	✓	✓	Criterion-referenced	✓	✓			Parent/teacher observation	30 min. to complete; 15–20 min. to score	.85–.94	Instructions for use w/special needs children
*Desired Results Developmental Profile (2015)–California (DRDP-2015)	Full developmental continuum for use w/ birth–kindergarten entry; use w/infants/toddlers/preschoolers including children w/special needs		✓	Authentic, criterion-referenced, observational assessment			✓	✓	Teacher observation	15–30 min.	.90–.96	Online and in-person training available but not required
*Desired Results Developmental Profile–Kindergarten (2015)–California (DRDP-K-2015)	For use w/ children in kindergarten and transitional kindergarten		✓	Authentic, criterion-referenced, observational assessment			✓	✓	Teacher observation	15–30 min.	.87–.97	Online and in-person training available but not required
*Early Learning Scale (ELS) (Lakeshore-NIEER)	3–6 years	✓	✓	Formative assessment w/three summative score periods				✓	Performance-based observation by teacher	3-month score periods	.70–.98	K ELS is not currently used in Pennsylvania
*Early Screening Profiles–Revised (ESP-R)	3½–7 years	✓	✓	Norm-referenced	✓				Individually administered	15–30 min.	.66–.91	Can be used for children w/special needs; cultural sensitivity not addressed; home survey included
*Galileo Pre-K Online (ATI) (Assessment Technology Incorporated)	Birth–5 years	✓		Standards-based			✓	✓	Multi-method including teacher observation, child work samples, and parent/family input	Ongoing; varies w/classroom and child	.89–.97	

CONTENT KEY

ASSESSMENT TYPE

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core)

Sc Screening assessment D Diagnostic assessment

F Formative assessment

Su Summative assessment

Summary Table 7 (continued) • Authentic, Curriculum-Consistent Measures (3/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE				METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS	
		PLS	K	Sc	D	F	Su					
*Galileo K–12 (ATI) (Assessment Technology Incorporated)	K–12th grade		✓	Standards-based	✓		✓	✓	Direct assessment online, offline, and via handheld wireless devices w/teacher-read and computer-read assessments available for K-1	Depends on length and type of assessment—typically 45 min.	Varies based on assessment length and type—typically at or above 0.80	
*Kauffman Assessment Battery for Children (K-ABC)	3–18 years			Norm-referenced		✓			Individually administered	Luria model: 20–25 min.; CHC model: 25–70 min.	Information not available	User qualifications require high level of expertise in test interpretation; can be purchased by individuals w/doctorate degree in psychology, education, or closely related field; w/formal training in ethical administration, scoring, and interpretation of clinical assessments related to intended use of the assessment
***Learning Accomplishment Profile-3 (LAP-3)	4–6 years	✓	✓	Criterion-referenced			✓	✓	Individually administered	45–90 min.	Information not readily obtainable	
*Ounce Scale (OS) (Pearson)	Birth–42 months	✓		Criterion-referenced			✓	✓	Observational	10 min. observation; 10 min. data entry	Meisels, Wen, and Beachy-Quick (2010) investigated reliability/validity of Ounce Scale; data collected on 287 children aged birth–42 months by 124 teachers in seven urban Early Head Start programs; concurrent scores were also obtained for the Bayley Scales of Infant Development-II (Mental and Motor Scales), Preschool Language Scale-4, and Ages & Stages Questionnaire-Social/Emotional; correlations w/Ounce developmental profile (number of “needs development” ratings) were: Bayley-II Mental -.31; Bayley-II Motor -.28; PLS-5 -.32; ASQ:SE .47	
*Reynolds Intellectual Assessment Scales (RIAS)	3–94			Norm-referenced	✓				Individually administered	30–35 min. for both full Intelligence and full Memory assessments; 20–25 min. to obtain CIX; 10 min. for Memory assessment	Test-retest: .76–.91	Comprehensive intelligence provides necessary information to help clinicians make decisions regarding classification, selection, and educational placement; assesses Verbal Intelligence by measuring verbal problem-solving and verbal reasoning; nonverbal intelligence is assessed by measuring reasoning and spatial ability using novel situations and stimuli that are predominantly nonverbal; includes a quick memory assessment; provides a basic, overall measure of short-term memory skills; measures recall in verbal domain; evaluates ability to recall pictorial stimuli; offered online; currently being revised; RIAS-2 due for release October 2015

CONTENT KEY

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core)

ASSESSMENT TYPE

Sc Screening assessment D Diagnostic assessment F Formative assessment Su Summative assessment

Summary Table 7 (continued) • Authentic, Curriculum-Consistent Measures (4/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE					METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS
		PLS	K		Sc	D	F	Su				
*Riverside Early Assessment of Learning (REAL)–3 Versions: Kindergarten Readiness, Head Start, and IDEA	Birth–7 years, 11 months	✓		Criterion-referenced			✓		Teacher/care provider observation	30–60 min. to complete ratings for all domains and areas of development	.87–.95	
*Teaching Strategies GOLD (TSG) (Teaching Strategies LLC)	Birth–3rd grade	✓	✓	Criterion-referenced			✓	✓	Teacher observation	Ongoing	.95–.99	Online and on-site training available; see www.teachingstrategies.com
*Wechsler Pre-School and Primary Scale of Intelligence-3rd ed. (WPPSI-3)	2.6–7.7 years			Criterion-referenced		✓			Individually administered	Core subtests 2.6–3.11: 30–45 min.; 4.0–7.7: 45–60 min.	Information not available	Level C user qualification
*Work Sampling System-4th ed. (WSS-4) (Pearson)	3–10 years	✓	✓	Criterion-referenced			✓	✓	Teacher/parent observation	15 min. for checklists	.87–.94	Data collected through portfolios; question and answer sheet for families
*Work Sampling System–Head Start (WSS-HS) (Pearson)	Pre-K 3–Pre-K 4	✓	✓				✓	✓	Classroom observations; checklists completed 2–3 times per year; HS Family Reports completed 2–3 times per year	15 min. for checklists	.87–.94	

PRE-ACADEMIC

*Basic School Skills Inventory-3rd ed. (BSSI-3)	4–7 years	✓	✓	Norm-referenced	✓	✓			Teacher observation	5–8 min. per domain	.91–.98	Teachers can complete the ratings and/or administration of the BSSI-3; individuals interpreting the BSSI-3 should have some formal training in assessment
***Boehm Test of Basic Concepts-3rd ed. (Boehm-3)	K–7 years	✓		Norm-referenced	✓	✓			Test is group-administered but can be individually administered as a criterion-referenced measure to older children w/special needs	45 min.	.80–.89	No special qualifications to administer test; English and Spanish versions available
*Bracken Basic Concept Scale-3rd ed. (BBCS-3)	2½–8 years	✓	✓	Norm-referenced	✓	✓			Individually administered	30–45 min.	.88–.94	Requires extensive training; criterion-referenced Spanish version; shorter school-readiness composite version

CONTENT KEY

ASSESSMENT TYPE

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core) Sc Screening assessment D Diagnostic assessment F Formative assessment Su Summative assessment

Summary Table 7 (continued) • Authentic, Curriculum-Consistent Measures (5/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE	METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS
		PLS	K					
**Comprehensive Inventory of Basic Skills (Brigance) (CIBS-K)	0–5½ years	✓	✓	Norm- and Criterion-referenced	Individually administered	30–40 min.	.70–.99	Requires extensive training; cultural sensitivity not specified; computer scoring available; shorter Screener version available
*Kaufman Survey of Early Academic and Language Skills (K-SEALS)	3–7 years	✓	✓	Norm-referenced	Individually administered	15–20 min.	.88–.94	Level C
**Qualls Early Learning Inventory (QELI)	4–7 years	✓	✓	Norm- and Criterion-referenced	Teacher observation	10 min. to complete	Information not readily available	
*Young Children's Achievement Test (YCAT)	4–8 years	✓	✓	Norm-referenced	Individually administered	25–45 min.	.83–.99	Examiners should have some formal training in assessment resulting in a basic understanding of testing statistics, test administration, scoring, and interpretation

SOCIAL EMOTIONAL

*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE) (ASQ-SE-2 out in Fall 2015)	6–60 months	✓	✓	Curriculum-based/ Criterion-referenced	Teacher observation	10–15 min.	.82–.94	Can be used in conjunction with other developmental screening tools
*Behavior Rating Inventory of Executive Function (BRIEF)	5–18 years			Norm-referenced	Individually administered	10–15 min. to administer; 15–20 min. to score	Internal consistency: .80–.98	Assesses executive function behaviors in school and home environments; a questionnaire developed for parents and teachers of school-age children; designed to assess abilities of a broad range of children and adolescents; useful when working w/children w/learning disabilities and attention disorders, traumatic brain injuries, lead exposure, pervasive developmental disorders, depression, and other developmental, neurological, psychiatric, and medical conditions; offered online; available in Spanish; currently being revised, release date of BRIEF-2 in November 2015
*Devereux Early Childhood Assessment (DECA) Program for Infants, Toddlers, and Pre-schoolers	4 weeks–6 years (*Pre-schooler Clinical Form also available for ages 2–5 years)	✓		Norm-referenced	Teacher and/or parent observation	~ 10 min.	.90–.95	Includes classroom and home-based strategies; English and Spanish paper and web-based versions available
*Preschool and Kindergarten Behavior Scales-2nd ed. (PKBS-2)	3–6 years	✓	✓	Norm-referenced	Teacher observation	8–12 min.	.81–.97	Separate score conversion tables available for home-based and school-based raters; record forms available in Spanish

CONTENT KEY

ASSESSMENT TYPE

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core) Sc Screening assessment D Diagnostic assessment F Formative assessment Su Summative assessment

Summary Table 7 (continued) • Authentic, Curriculum-Consistent Measures (6/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE	METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS			
		PLS	K						Sc	D	F
*Reynolds Child Depression Scale-2nd ed. (RCDS-2)	7–13 years			Norm-referenced	✓			Individually and group administered	RCDS-2: 10–15 min.; RCDS-2 SF: 2–2 min.	Test-retest: .72–.90; Internal consistency: .74–.93	Designed to screen for depression in children; retains 30 items used in original measure but presents updated normative data; children are asked to answer questions about how they have been feeling during past two weeks; all items are worded in present tense to elicit current symptoms status; offered online
*Social Competence and Behavior Evaluation (SCBE)	2½–6½ years	✓	✓	Norm-referenced	✓			Teacher observation	~15 min.	.72–.91	Teacher measure; special needs included; interpretation requires understanding of simple statistical terms; yields easy-to-interpret assessments of Social Competence and two types of behavioral/emotional problems—Anxiety/Withdrawal and Anger/Aggression, normed for child's age and gender; available in English, Spanish, and French; reliable abbreviated version
*Social Emotional Assets and Resilience Scales (SEARS)	5–18 years			Norm-referenced	✓			Individually and group administered	20 min.	Internal consistency: .82–.93 Test-retest reliability: .74–.92	Assesses positive social-emotional attributes of children and adolescents; measures social-emotional competencies of children w/a multiple-perspective approach; offered online; parent forms available in Spanish
*Social Skills Improvement System (SSIS)	PreK form 3–6 years; Elem. form K–6 grade	✓	✓	Norm-referenced	✓			Teacher observation	10–25 min.	.57–.91	Parent observations; training in psychological testing needed; computer scoring available
*Vineland Adaptive Behavior Scales (V-II-ABS)	0–90 years			Norm-referenced	✓	✓		Interview	20–60 min.	Internal consistency Survey Form: split half means for Domains .83–.90; for Adaptive Behavior Composite .94; Expanded Form: split half means for Domains .91–.95; for Adaptive Behavior Composite .97; Classroom Edition: Coefficient Alpha means for Domains .80–.95; for Adaptive Behavior Composite .98; Test-retest Survey Form: Means for Domains .81–.86; for Adaptive Behavior Composite .88 (N=484); Interrater Survey Form: correlations between two different interviewers, for Domains .62–.78; for Adaptive Behavior Composite .74 (N=160)	Measures adaptive functioning, based upon interviews with parent/caregiver
*Vineland Social-Emotional Early Childhood Scales (V-SEEC)	0–60 years	✓	✓	Norm-referenced	✓	✓		Interview	15–25 min.	.71–.79	Parent report; interview conducted by trained interviewer

CONTENT KEY

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core)

ASSESSMENT TYPE

Sc Screening assessment D Diagnostic assessment F Formative assessment Su Summative assessment

Summary Table 7 (continued) • Authentic, Curriculum-Consistent Measures (7/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE				METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS
		PLS	K	Sc	D	F	Su				
READING											
**Comprehensive Test of Phonological and Print Processing (CTOPP)	5–24 years	✓		Norm-referenced		✓		Individually administered	30 min.	.70–.92	
*Dynamic Indicators of Basic Emergent Literacy Skills-6th ed. (DIBELS-6)	K–6th grade	✓			✓		✓	Individually administered	1–5 min.	.72–.97	Designed to measure phonological awareness, alphabet principle, vocabulary and fluency, and accuracy w/connected text; indicators are standardized, individually administered, and specifically designed to be short (one-minute) fluency measures; benchmark/universal screening and progress monitoring materials included
*Early Literacy Skills Assessment (ELSA)	3–5 years	✓	✓	Norm-referenced		✓		Individually administered	30 min.	.64–.86	Conducted in the format of a storybook, stopping where indicated to ask questions
*Feifer Assessment of Reading (FAR)	4–21 years			Norm-referenced	✓	✓	✓	Individually administered	35 min. for Pre-K; 60 min. for K–1st grade; 75 min. for 2nd grade+; 15–20 min. for screening form	Internal consistency: .67–.95; test-retest: .66–.95 (majority in .80s and .90s)	Identifies children at risk for developmental dyslexia and measures the underlying processes of reading; determines the examinee's specific subtype of reading impairment to make informed decisions about appropriate interventions; online version coming soon
**Get Ready To Read! (GRTR)	3½–5 years	✓		Individually administered	✓			Screeners	10–15 min.	0.78	Validated Spanish version
*Phonological Awareness Literacy Screening-Preschool (PALS-PreK)	3–4 years	✓		Criterion-referenced	✓	✓		Individually administered	20–25 min.	.75–.94	Manual includes instructional interpretations of results; Internet data entry
*Phonological Awareness Literacy Screening-Kindergarten (PALS-K)	5–6 years	✓	✓	Criterion-referenced	✓	✓		Individually administered	30 min.	.71–.94	
*Phonological Awareness Literacy Screening Espanola-Kindergarten (PALS Espanola-K)	5–6 years	✓	✓	Criterion-referenced	✓	✓		Individually administered	30 min.	Information not available	
*Phonological Awareness Literacy Screening Plus for Grades 1–8 (PALS Plus 1–8)	1st–8th grade		✓	Criterion-referenced	✓	✓		Individually administered	30 min.	Information not available	
*Phonological Awareness Literacy Screening Espanola (PALS Espanola-1–3)	1st–3rd grade		✓	Criterion-referenced	✓	✓		Individually administered	30 min.	.86–.92	

CONTENT KEY

ASSESSMENT TYPE

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core) Sc Screening assessment D Diagnostic assessment F Formative assessment Su Summative assessment

Summary Table 7 (continued) • Authentic, Curriculum-Consistent Measures (8/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE	METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS			
		PLS	K								
*Test of Early Reading Ability-3rd ed. (TERA-3)	3½–8½ years			Norm-referenced diagnostic measure	Sc	✓		Individually administered	~30 min.	.88–.98	Examiners should have some formal training in assessment resulting in a basic understanding of testing statistics, test administration, scoring, and interpretation

LANGUAGE

**Diagnostic Evaluation of Language Variation (DELV)	4–12 years	✓		Criterion-referenced		✓		Individually administered	Screener: 10–15 min.; diagnostic: 45 min.	Information not available	Scores 1) degree of language variation; 2) risk for disorder; sensitive to variations from mainstream English	
*Peabody Picture Vocabulary Test-4th ed. (PPVT-4)	2 years, 6 months–90+ years			Norm-referenced		✓		Individually administered	10–15 min.	Information not available	Highly valid and reliable assessment of receptive vocabulary	
*Pre-Language Assessment Survey (Pre-LAS)	3 years, 0 months–3 years, 5 months & 3 years, 6 months–3 years, 11 months					✓	✓	✓	Individually administered	~30 min.	Follows AERA, APA, NCME, for reliability (reliability of raw scores, reliability of subscales, and overall standard error of measurement)	Observed Performance Scale: 1 = No Performance; 2 = Emerging Performance; 3 = Progressing Performance; 4 = Successful Performance; and the following Scale: 3 years, 0 months–3 years, 5 months – 38–67; 3 years, 6 months–3 years, 11 months – 44–71; plus subscale scores for Oral Language/Literacy-Related Oral Language, and Early Literacy with Performance Descriptions
*Preschool Language Scale–5th ed. (PLS-5)	0–7 years	✓	✓	Norm-referenced	✓	✓		Individually administered	20–45 min.	.82–.98	Validated and normed Spanish version	
*Oral Written and Language Scales (OWLS)	3–22 years	✓	✓	Norm-referenced		✓		Individually administered	20–30 min. per subscale	.80–.89	Level C	
*Vocabulary Assessment Scales-Expressive/ Vocabulary Assessment Scales-Receptive (VAS-E/ VAS-R)	3–95 years			Norm-referenced			✓	✓	Individually administered	15–20 min. each	Internal consistency: >.90 Test-retest: >.90	Measure vocabulary and oral language development; composite and discrepancy scores enhance your ability to interpret expressive and receptive scores; reliable change scores enable you to measure growth in vocabulary or oral language over time and in response to targeted interventions; full-color photographs provide the highest degree of realism possible; offered online; separate Probes guide provides a series of follow-up questions to be used after the standard testing to examine children's methods of solution

MATHEMATICS

*Test of Early Mathematics Ability-3rd ed. (TEMA-3)	3 years–8 years, 11 months	✓		Norm-referenced or can be used as a diagnostic tool	✓	✓		Individually administered	40 min.	.80–.94	Separate Probes guide provides a series of follow-up questions to be used after the standard testing to examine children's methods of solution
---	----------------------------	---	--	---	---	---	--	---------------------------	---------	---------	--

CONTENT KEY

ASSESSMENT TYPE

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core)

Sc Screening assessment D Diagnostic assessment F Formative assessment Su Summative assessment

Summary Table 7 (continued) • Authentic, Curriculum-Consistent Measures (9/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE				METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS
		PLS	K	Sc	D	F	Su				
DISABILITY SENSITIVE MEASURES											
*Adaptive Behavior Assessment System-2nd ed. (ABAS-2)	Birth to adulthood (Birth–89 years)	✓	✓	Norm-referenced/ Criterion-referenced		✓		Individually administered	15 min.	.80–.90	Format for test consists of several different forms: Parent Form (232 items), Teacher Form (193 items), and Adult Form (239 items); a 4-point rating scale ranging from 0 = not able to 3 = always for responses; evaluations at four-month intervals
*Adaptive Behavior Assessment System-3rd ed. (ABAS-3)	Birth to adulthood	✓	✓	Norm-referenced/ Criterion-referenced		✓		Individually administered	20 min.	.85–.99 for composites	
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)	4–60 months	✓	✓	Curriculum-based	✓			Criterion referenced	Group administered 10–30 min.	.44–.94	Evaluations at four-month intervals
*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE) (ASQ-SE-2 out in Fall 2015)	6–60 months	✓	✓	Curriculum-based/ Criterion-referenced	✓			Group	Individual 10–15 min.	.82–.94	Can be used in conjunction with other developmental screening tools
*Battelle Developmental Inventory-2nd ed. (BDI-2)	0–8 years	✓	✓	Norm-referenced	✓			Individually administered	45–90 min./ 10–30 min. for screener	.90–.99	Requires supervised training and parent/caregiver input for many items
**Carolina Curriculum for Preschoolers with Special Needs (CCPSN)	24–60 months	✓		Curriculum-based/ Criterion-referenced		✓	✓	Group/ individual	60–120 min.	Information not available	Assessment is based on parent interview, observations of child's play, and directed assessment activities; time varies w/age and skill of child, from 1–2 hours, and does not need to be completed in one session; after initial assessment, assessment log is updated as child masters skills, making subsequent formal assessments very brief
*Emotional Disturbance Decision Tree-Parent Form (EDDT/PF)	5–18 years			Norm-referenced			✓	Individually administered or group administered; informant report	15–20 min.	Internal consistency was high for scales (median $r = .81$) and clusters (median $r = .91$); test-retest reliability was high for scales (median $r = .95$) and clusters (median $r = .96$); and interrater reliability was good ($r = .87$) for the total score.	Adds parental perspective in evaluation of children for emotional disturbance (ED); provides standardized approach to gaining parental ratings that directly map onto federal criteria for special education; helps understand parent's perspective on their child's functioning in that criteria; includes four ED characteristic-based scales: Inability to Build or Maintain Relationships, Inappropriate Behaviors or Feelings, Pervasive Mood/Depression, and Physical Symptoms or Fears
***Every Move Counts (EMR)	Young children with severe disabilities	✓		Curriculum-based		✓	✓	Criterion referenced	Individually administered	Information not available	

CONTENT KEY

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core)

ASSESSMENT TYPE

Sc Screening assessment D Diagnostic assessment F Formative assessment Su Summative assessment

Summary Table 7 (continued) • Authentic, Curriculum-Consistent Measures (10/10)

TOOL	AGE RANGE	STANDARD		ASSESSMENT TYPE				METHOD	TIME TO ADMINISTER	RELIABILITY	COMMENTS	
		PLS	K	Sc	D	F	Su					
*Oregon Project for Preschool Children Who Are Blind or Visually Impaired-6th ed. (OPPC-BVI-6)	Birth–6 years	✓	✓	Curriculum-based		✓	✓	✓	Criterion referenced	Individually administered, variable	Extensive field-testing completed and cross-referencing w/other developmental tools	Uses collaborative approach with parents and professionals working together; teacher of visually impaired is preferred professional
**Pediatric Evaluation of Disability Inventory (PEDI)	Birth–20 years	✓	✓	Curriculum-based		✓	✓		Criterion-referenced	Individually administered 45–60 min.	.79–.99	Can be completed directly by child’s caregiver(s) or by child’s therapist/clinician
*PDD Behavior Inventory (PDDBI)	2–12 years			Norm-referenced	✓			✓	Individually administered or group administered; informant report	30–45 min. for Extended forms; 20–30 min. for Standard forms	Test-retest stability for teacher ratings: .65–.99 over an average two-week interval; test-retest stability ratings for parent sample: .38–.91 over a 12-month interval.	Informant-based rating scale designed to assist in assessment of children diagnosed with autism spectrum disorder (ASD); developed to assess both problem behaviors and appropriate social, language, and learning/memory skills; age-standardized scores for parent and teacher ratings are provided; offered online
*Temperament and Atypical Behavior Scales (TABS)	11–71 months; can also be used w/infants 4–11 months	✓	✓	Norm-referenced/ Criterion-referenced	✓	✓	✓	✓	Individually administered; based on observation and familiarity w/child in daily routines	5–15 min.	.84–.95	Use a collaborative approach with parents and professionals working together

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

* One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.

** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.

*** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.

Note: Though not all of the listed tools were designed as “authentic” measures, many can be used in an observational or “authentic fashion.” Authentic methods are strongly encouraged whenever possible. Pennsylvania state-funded programs are required to use Pennsylvania-approved vendors. It is up to providers to continuously check the annually-updated approved vendors list.

CONTENT KEY

ASSESSMENT TYPE

PLS Pennsylvania Learning Standards K Kindergarten (Pennsylvania Core) Sc Screening assessment D Diagnostic assessment F Formative assessment Su Summative assessment

Note: For definitions and standards used to determining levels of evidence, see GLOSSARY OF TERMS, page 26.

**Summary Table 8 • Quick Glance of Coverage of Pennsylvania Learning Standards
for Early Childhood for Curriculum-Consistent Measures (1/3)**

TOOL	APPROACH TO LEARN	CREATIVE ARTS	LANGUAGE AND LITERACY				LOGICAL MATH	PERSONAL SOCIAL	PHYSICAL HEALTH	PROGRAM PARTNERSHIPS	SCIENCE	SOCIAL STUDIES
			RECEPTIVE LANGUAGE	EXPRESSIVE LANGUAGE	COMPREHENSION	LITERACY						
MULTI-DOMAIN	1	2	3	4	5	6	7	8	9	10	11	12
*Academic Achievement Battery-Screener (AAB-S)	✓		✓	✓	✓	✓	✓					
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)	✓	✓	✓	✓	✓		✓	✓	✓			
*Battelle Developmental Inventory-2nd ed. (BDI-2)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
*Child and Adolescent Memory Profile (ChAMP)	✓											
*Child Observation Record (COR) (HighScope)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
*Developmental Assessment of Young Children-2nd ed. (DAYC-2)	✓		✓	✓	✓	✓	✓	✓	✓			
*Developmental Observation Checklist System (DOCS)	✓		✓	✓	✓	✓	✓	✓	✓	✓		
*Desired Results Developmental Profile 2015 (California) (DRDP-2015)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
*Desired Results Developmental Profile-Kindergarten (2015) California (DRDP-K) (2015)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
**Brigance Early Childhood Development Inventory (BECDI)	✓					✓	✓	✓	✓			
*Early Learning Scale (ELS) (Lakeshore-NIEER)	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
*Early Screening Profiles-Revised (ESP-R)			✓	✓					✓			
*Galileo (ATI) (Assessment Technology Incorporated)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
**Brigance Head Start Developmental Inventory (BHSDI)												
***Learning Accomplishment Profile-3 (LAP-3)												
*Ounce Scale (OS) (Pearson)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
*Reynolds Intellectual Assessment Scales (RIAS)	✓											
*Riverside Early Assessment of Learning (REAL)—3 versions: Kindergarten Readiness, Head Start, and IDEA	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
*Teaching Strategies GOLD (TSG)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
*Work Sampling System-4th ed. (WSS-4) (Pearson)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
*Work Sampling System-Head Start (WSS-HS) (Pearson)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PRE-ACADEMIC	1	2	3	4	5	6	7	8	9	10	11	12
*Basic School Skills Inventory-3rd ed. (BSSI-3)	✓		✓	✓	✓	✓	✓	✓				
*Bracken Basic Concepts Scale-3rd ed. Revised (BBCS-3)						✓	✓	✓			✓	
*Brigance Early Childhood Development Inventory-3rd ed. (BECDI-III)			✓	✓	✓	✓	✓	✓	✓			
*Kaufman Survey of Early Academic and Language Skills (K-SEALS)	✓		✓	✓		✓	✓					

Summary Table 8 (continued) • Quick Glance of Coverage of Pennsylvania Learning Standards for Early Childhood for Curriculum-Consistent Measures (2/3)

TOOL	APPROACH TO LEARN	CREATIVE ARTS	LANGUAGE AND LITERACY				LOGICAL MATH	PERSONAL SOCIAL	PHYSICAL HEALTH	PROGRAM PARTNERSHIPS	SCIENCE	SOCIAL STUDIES
			RECEPTIVE LANGUAGE	EXPRESSIVE LANGUAGE	COMPREHENSION	LITERACY						
*Young Children's Achievement Test (YCAT)				✓		✓	✓					
SOCIAL EMOTIONAL	1	2	3	4	5	6	7	8	9	10	11	12
*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE) (ASQ-SE-2 out in Fall 2015)	✓	✓	✓	✓				✓				
*Behavior Rating Inventory of Executive Function (BRIEF)	✓							✓				
*Devereux Early Childhood Assessment Program (DECA)-Program for Infants, Toddlers, and Pre-schoolers	✓		✓	✓				✓		✓		
*Reynolds Child Depression Scale-2nd ed. (RCDS-2)								✓				
*Social Emotional Assets and Resilience Scales (SEARS)								✓				
READING	1	2	3	4	5	6	7	8	9	10	11	12
*Feifer Assessment of Reading (FAR)	✓		✓	✓	✓	✓						
*Phonological Awareness Literacy Screening Pre-Kindergarten (PALS Pre-K)						✓						
LANGUAGE	1	2	3	4	5	6	7	8	9	10	11	12
**Diagnostic Evaluation of Language Variation (DELV)			✓	✓	✓							
*Preschool Language Scale-5th ed. (PLS-5)			✓	✓	✓							
*Peabody Picture Vocabulary Test-4th ed. (PPVT-4)			✓									
*Oral Written and Language Scales (OWLS) including Listening Comprehension (LC)/Oral Expression (OE) and Written Expression (WE)			✓	✓	✓							
*Vocabulary Assessment Scales-Expressive/Vocabulary Assessment Scales-Receptive (VAS-E/VAS-R)	✓		✓	✓								
MATHEMATICS	1	2	3	4	5	6	7	8	9	10	11	12
*Test of Early Mathematics Ability-3rd ed. (TEMA-3)	✓						✓					
DISABILITY SENSITIVE MEASURES	1	2	3	4	5	6	7	8	9	10	11	12
*Adaptive Behavior Assessment System-2nd ed. (ABAS-2)	✓		✓	✓		✓	✓	✓	✓			
*Adaptive Behavior Assessment System-3rd ed. (ABAS-3)	✓		✓	✓		✓	✓	✓	✓			
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)	✓	✓	✓	✓	✓		✓	✓	✓			
*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE) (ASQ-SE-2 out in Fall 2015)	✓	✓	✓	✓				✓				
*Battelle Developmental Inventory-2nd ed. (BDI-2)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
**Carolina Curriculum for Preschoolers with Special Needs (CCPSN)	✓	✓	✓	✓		✓	✓	✓	✓	✓		
*Emotional Disturbance Decision Tree-Parent Form (EDDT-PF)								✓				

Summary Table 8 (continued) • Quick Glance of Coverage of Pennsylvania Learning Standards for Early Childhood for Curriculum-Consistent Measures (3/3)

TOOL	APPROACH TO LEARN	CREATIVE ARTS	LANGUAGE AND LITERACY				LOGICAL MATH	PERSONAL SOCIAL	PHYSICAL HEALTH	PROGRAM PARTNERSHIPS	SCIENCE	SOCIAL STUDIES
			RECEPTIVE LANGUAGE	EXPRESSIVE LANGUAGE	COMPREHENSION	LITERACY						
***Every Move Counts (EMC)	✓	✓	✓	✓		✓	✓	✓	✓			
*Pediatric Behavior Rating Scale (PBRs)								✓				
*Pediatric Evaluation of Disability Inventory-Computer Adaptive Tests (PEDI-CAT)	✓	✓	✓	✓				✓	✓			
*PDD Behavior Inventory (PDDBI)	✓		✓	✓	✓			✓				
*Temperament and Atypical Behavior Scales (TABS)	✓		✓	✓				✓				

Note that an ✓ indicates coverage even if just at a minimal extent.

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

* One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.

** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.

*** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.

Summary Table 9 • Assessment Resources for Early Childhood Standards for PreK and K (1/8)

TOOL	ALIGNMENT W/ PA'S LEARNING STANDARDS EARLY CHILDHOOD	ALIGNMENT W/PA'S LEARNING STANDARDS	AGE GROUP OR GRADE LEVEL	DESCRIPTION	PUBLISHER
	AUTHENTIC, CURRICULUM- CONSISTENT MEASURES				
	YES (ON PDE WEBSITE)	YES (SEE TABLE 8)			
MULTI-DOMAIN DEVELOPMENTAL ASSESSMENTS					
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)		✓	Birth– 5 years	A low-cost, reliable way to screen infants and young children for developmental delays; parents complete the simple, illustrated 30-item questionnaires at designated intervals, assessing children in their natural environments to ensure valid results; each questionnaire covers five key developmental areas: communication, gross motor, fine motor, problem-solving, and personal-social; professionals then convert parents' responses of "yes," "sometimes," and "not yet"—in just 2–3 minutes—to color-coded scoring sheets, enabling them to quickly determine a child's progress in each developmental area	www.brookes publishing.com
*Battelle Developmental Inventory-2nd ed. (BDI-2)	✓		Birth– 7 years, 11 months	An individualized assessment that may be used for a variety of purposes, including identifying children with disabilities, evaluating groups of children with disabilities in early education programs, assessment of the typically developing child, assessment (screening) for school readiness, program evaluation for accountability, and identification of integrated activities to help achieve milestones; two types of assessment: the full assessment and the screening test; full assessment refers to the use of the complete tool, including all five domains; screening test refers to an abbreviated tool that includes 100 test items from the full BDI-2	http://www.hmhc. com
*Child Observation Record (COR) (HighScope)	✓		2½–6 years	Based on six child development categories representing broad domains of child development.; categories include initiative, social relations, creative representation, movement and music, language and literacy, and mathematics and science; teachers spend a few minutes each day writing brief notes describing significant behaviors of the child; after recording the notes, they are then classified and rated according to the COR categories, items, and levels; after many observations and by systematically using the COR framework, a teacher has a comprehensive portrait of the child	www.highscope.org
*Developmental Assessment of Young Children-2nd ed. (DAYC-2)		✓	Birth– 5 years, 11 months	Helps to identify children with possible delays in the domains of cognition, communication, social/emotional development, physical development, and adaptive behavior; the five subtests (one for each of the above domains) can be administered separately or as a comprehensive battery to individual children in about 10–20 minutes; format allows you to obtain information about a child's abilities through observation, interview of caregivers, and direct assessment	www.proedinc.com
*Developmental Observation Checklist System (DOCS)		✓	Birth– 6 years	A three-part inventory/checklist system for the assessment of very young children with respect to general development (language, motor, social, and cognitive development), adjustment behavior, and parent stress and support	www.proedinc.com
*Desired Result Developmental Profile-Kindergarten (California) (DRDP-K) (2015)		✓	Kindergarten and Transitional Kindergarten	An authentic, embedded assessment designed for teachers to observe, document, and reflect on the learning, development, and progress of all children; developed by the California Department of Education in collaboration with the University of California Berkeley Evaluation & Assessment Research Center (BEAR), WestEd Center for Child and Family Studies, and DR Access at the Napa County of Education; represents a full continuum assessment tool for all children from early infancy up to kindergarten entry including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs); the suite of assessments provides valid and reliable development scores for all children, including Dual Language Learners	http://www. desiredresults.us/
*Desired Result Developmental Profile (California) (DRDP) (2015)		✓	Birth– kindergarten entry	An authentic, embedded assessment designed for teachers to observe, document, and reflect on the learning, development, and progress of all children; developed by the California Department of Education in collaboration with the University of California Berkeley Evaluation & Assessment Research Center (BEAR), WestEd Center for Child and Family Studies, and DR Access at the Napa County of Education; represents a full continuum assessment tool for all children from early infancy up to kindergarten entry including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs); the suite of assessments provides valid and reliable development scores for all children, including Dual Language Learners	http://www. desiredresults.us/

Summary Table 9 (continued) • Assessment Resources for Early Childhood Standards for PreK and K (2/8)

TOOL	ALIGNMENT W/ PA'S LEARNING STANDARDS EARLY CHILDHOOD	ALIGNMENT W/PA'S LEARNING STANDARDS	AGE GROUP OR GRADE LEVEL	DESCRIPTION	PUBLISHER
	AUTHENTIC, CURRICULUM- CONSISTENT MEASURES				
	YES (ON PDE WEBSITE)	YES (SEE TABLE 8)			
*Early Learning Scale (ELS) (Lakeshore–NIEER)		✓	3–6 years	Developed by the National Institute for Early Education Research (NIEER); integrates with any curriculum and supports the needs of all students, including English Language Learners, advanced learners, and children with special needs; the observation-based assessment integrates into daily activities and allows teachers of all experience levels to easily collect data; a valid and reliable tool that assesses all key domains that are critical to present and future learning, a manageable tool for teachers that provides opportunities for teachers to use data for reporting and to inform instruction	http://www.lakeshorelearning.com
*Early Screening Profiles-Revised (ESP-R)		✓	2–6 years, 11 months	Uses multiple domains, settings, and sources to measure cognitive, language, motor, self-help, and social development of children; surveys the child's articulation, home environment, health history, and test behavior, resulting in an ecologically-valid assessment that provides practical information to help you make accurate screening decisions, as well as plan intervention strategies for children and their families	ags.pearsonassessments.com
*Galileo K–12 (Assessment Technology Incorporated) (ATI)		✓	K–12th grade	A comprehensive, standards-based, and research-supported system that includes a broad range of assessment and instructional tools; online assessments include teacher-read and computer-read assessments specifically designed for young children and built with items aligned to Common Core and state standards; dashboards support ready access to actionable, reliable, and valid data; system tools assist educators in establishing instructional goals reflecting local curriculum, assessing goal attainment, forecasting standards mastery, and using assessment information to guide differentiated instruction	http://ati-online.com
***Learning Accomplishment Profile-3 (LAP-3)			36–72 months	A criterion-referenced assessment tool measuring development in the domains of gross motor, fine motor, pre-writing, cognitive, language, self-help, and social/emotional; the ongoing observation format allows teachers and/or clinicians to record a child's progress and introduce appropriate activities to support acquired and emerging skills	www.kaplanco.com
*Riverside Early Assessment of Learning (REAL)–3 Versions: Kindergarten Readiness, Head Start, and IDEA	✓	✓	Birth–7 years, 11 months	A standards-based developmental scale assessing the rapidly developing behaviors of children in several core areas such as communication/language, motor skills, personal-social development, academic achievement, and adaptive functioning; children are observed in their natural environment, then rated on developing behaviors as having mastered, partially mastered, or not mastered; easy-to-use online platform generates immediate feedback allowing for ongoing developmental assessment and progress monitoring	www.riversidepublishing.com/products/real/index.html
*Teaching Strategies® GOLD™ (TSG)	✓		Birth–3rd grade	An authentic, ongoing, observation-based assessment system that can be used with any developmentally-appropriate early childhood curriculum; based on 38 research-based objectives that include predictors of school success and are aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework, helping teachers focus on what matters most for children's success	www.teachingstrategies.com
*Work Sampling System-4th ed. (WSS-4)	✓		PreK–5th grade	An ongoing classroom performance assessment system documenting children's skills, knowledge, behavior, and accomplishments across a wide variety of curriculum areas on multiple occasions	www.pearsonearlylearning.com
*Work Sampling System-HEAD START (WSS-HS) (Pearson)	✓		PreK–3 and PreK–4	Designed to align with the new Head Start Child Development and Early Learning Framework; helps individualize instruction, communicate with families, and fulfill federal reporting mandates; an ongoing classroom performance assessment system documenting children's skills, knowledge, behavior, and accomplishments across a wide variety of curriculum areas on multiple occasions	www.pearsonclinical.com

Summary Table 9 (continued) • Assessment Resources for Early Childhood Standards for PreK and K (3/8)

TOOL	ALIGNMENT W/ PA'S LEARNING STANDARDS EARLY CHILDHOOD	ALIGNMENT W/PA'S LEARNING STANDARDS	AGE GROUP OR GRADE LEVEL	DESCRIPTION	PUBLISHER
	AUTHENTIC, CURRICULUM-CONSISTENT MEASURES				
	YES (ON PDE WEBSITE)	YES (SEE TABLE 8)			
PRE-ACADEMIC SKILLS ASSESSMENTS					
*Basic School Skills Inventory-3rd ed. (BSSI-3)		✓	4–6 years	Used to identify children who are at high risk for school failure, who need more in-depth assessment, and who should be referred for additional study; the inventory of 137 items is based on teachers' judgments of desirable school performance; provides a quick teacher rating scale of early abilities in six areas: daily living skills, spoken language, reading, writing, mathematics, and classroom behavior	www.proedinc.com
***Boehm Test of Basic Concepts-3rd ed. (Boehm-3)			K–2nd grade	Designed to assess young children's understanding of basic relational concepts important for language and cognitive development, as well as success in school across all learning areas; major purpose of each level of the test is to identify gaps in learning to guide instruction and intervention during a child's schooling toward success; a new edition helping teachers measure 50 basic concepts most frequently occurring in current kindergarten, first, and second grade curriculums; tool is group-administered in a classroom setting; can effectively identify concepts children already know and those they need to learn to be successful in school	www.pearson clinical.com
*Bracken Basic Concepts Scale-3rd ed. (BBCS-3)	✓		2 years, 6 months–8 years	Measures basic concept acquisition and receptive language skills in children; results can be used for IEP development and remediation; 3rd edition created both a receptive and expressive form (BBCS-3R and BBCS-3E), in addition to a school readiness screener (the Bracken School Readiness Assessment-3rd edition); can be used for norm-referenced, criterion-referenced, or curriculum-based assessment	ags.pearson assessments.com
**Brigance Early Childhood Development Inventory-3rd ed. (BECDI-III)		✓	PreK–2nd grade	A flexible tool offering pre-tests and post-tests for many skill assessments; comprised of 154 assessments in readiness, speech, listening, research and study skills, reading, spelling, writing, and math, providing a wealth of choices; teachers may select the assessment according to individual student needs; results are expressed in terms of skills mastered or not mastered, identifying areas of strength and weakness	www.curriculum associates.com
*CIRCLE Assessment (CIRCLE-A)	Note: Alignment w/Head Start Assessment Framework and Texas Pre-K Guidelines		Pre-school (i.e., between 3½–5 years)	Used to evaluate early academic skills of children in preschool; normed for students between ages of 3½ and 5 years; English and Spanish versions available; evaluates the range of early skills considered important w/in Head Start Assessment Framework including the following domains: Letter Recognition, Vocabulary, Phonological Awareness, Math, Science, Social and Emotional Skills (including Approaches to Learning), Motor Skills, and Health, and includes observational measures evaluating Book and Print Skills; designed to be used as a Progress Monitoring measure and is typically used three times during the school year (i.e., fall, winter, and spring); one benefit is that it is administered electronically on a variety of platforms and provides teachers with ability level groupings and suggested activities to use within small and large group settings	http://www.amplify.com/assessment/mclass-circle
*Kaufman Survey of Early Academic and Language Skills (K-SEALS)		✓	3–6 years, 11 months	An easy-to-administer measure of children's language skills; contains three separate subtests to measure vocabulary (numbers, letters, and words) and articulation	www.pearson clinical.com
**Qualls Early Learning Inventory (QELI)			K and 1st grade	An observational measure focusing on six key areas linked to future success in school; helps teachers observe and record information about cognitive knowledge and classroom behaviors in six key areas measuring general knowledge, oral communication, written language, math concepts, work habits, and attentive behavior	www.riverpub.com

Summary Table 9 (continued) • Assessment Resources for Early Childhood Standards for PreK and K (4/8)

TOOL	ALIGNMENT W/ PA'S LEARNING STANDARDS EARLY CHILDHOOD	ALIGNMENT W/PA'S LEARNING STANDARDS	AGE GROUP OR GRADE LEVEL	DESCRIPTION	PUBLISHER
	AUTHENTIC, CURRICULUM- CONSISTENT MEASURES				
	YES (ON PDE WEBSITE)	YES (SEE TABLE 8)			
*Young Children's Achievement Test (YCAT)		✓	4–7 years, 11 months	Helps in the early identification of children at risk for school failure; yields an overall Early Achievement standard score, and individual subtest standard scores for General Information, Reading, Writing, Mathematics, and Spoken Language; individual subtests can be given independent of each other, leading to flexible testing sessions	www.proedinc.com

SOCIAL/EMOTIONAL ASSESSMENTS

*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE) (ASQ-SE-2 out in Fall 2015)		✓	6–60 months	A screening system to assess children's social-emotional development at 6, 12, 18, 24, 30, 36, 48, and 60 months; areas assessed include self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people	www.brookes publishing.com
*Behavior Rating Inventory of Executive Function-Preschool Version (BRIEF-P)	✓	✓	2–5 years	Assess executive functioning in preschool-aged children; useful in assessing preschool-aged children with such medical, acquired neurological, and developmental conditions as prematurity, emerging learning disabilities and attention disorders, language disorders, traumatic brain injuries, lead exposure, and pervasive developmental disorders/autism	www.parinc.com
*Devereux Early Childhood Assessment (DECA) Program for Infants, Toddlers, and Preschoolers	✓		4 weeks–6 years	A strength-based assessment and planning system for children; a comprehensive system based on resilience theory that is made up of a five-step system designed to help children develop healthy social/emotional skills and reduce challenging behaviors; the five-step system supports use of the DECA by parents and teachers alike to recognize and plan for the strengths and goals related to strong resilience for each child	www.centerfor resilientchildren.org
*Preschool and Kindergarten Behavior Scales-2nd ed. (PKBS-2)			3–6 years	A behavior rating scale that is easy to use, very practical, and based on a solid foundation of research; two separate scales that provide an integrated and functional appraisal of the social skills and problem behaviors of young children; scales can be completed by parents, teachers, and other caregivers	www.proedinc.com
*Social Skills Improvement System (SSIS)			3–18 years	A nationally-standardized series of questionnaires to obtain information on the social behaviors of children and adolescents; evaluates a broad range of socially validated behaviors affecting teacher-student relationships: peer acceptance, academic performance, and more; select from three rating forms—teacher, parent, and student—or use all three for a comprehensive picture across school, home, and community settings; uses a Social Skills Scale measuring positive social behaviors and a Problem Behaviors Scale measuring behaviors that can interfere with the development of positive social skills	ags.pearson assessments.com
*Vineland Adaptive Behavior Scales-2nd ed. (V-II-ABS)			Birth–90 years	A leading measure of personal and social skills needed for everyday living; psychologists and other professionals continue to depend on it to identify individuals who have intellectual and developmental disabilities, developmental delays, autism spectrum disorders, and other impairments; aids in diagnosis and gives you valuable information for developing educational and treatment plans	ags.pearson assessments.com
*Vineland Social-Emotional Early Childhood Scales (V-SEEC)			Birth–5 years, 11 months	Based on the popular Vineland Adaptive Behavior Scales; an early childhood measure of social-emotional adjustment; the scales are useful for evaluating levels of social-emotional behavior in individuals with disabilities and for gauging how the disabilities affect their daily functioning; tests results can be used to plan a program and select activities best suited to an individual's needs, to monitor progress, and to evaluate an individual's success after completing a program	ags.pearson assessments.com

READING/PRE-ACADEMICS ASSESSMENTS

**Comprehensive Test of Phonological and Print Processing-2nd ed. (CTOPP-2)			K–college	Assesses phonological awareness, phonological memory, and rapid naming; two primary purposes are to identify individuals who are below their peers in phonological abilities and to determine strengths and weaknesses among developed phonological processes	www.pearson assessments.com
---	--	--	-----------	---	-----------------------------

Summary Table 9 (continued) • Assessment Resources for Early Childhood Standards for PreK and K (5/8)

TOOL	ALIGNMENT W/ PA'S LEARNING STANDARDS EARLY CHILDHOOD	ALIGNMENT W/PA'S LEARNING STANDARDS	AGE GROUP OR GRADE LEVEL	DESCRIPTION	PUBLISHER
	AUTHENTIC, CURRICULUM- CONSISTENT MEASURES				
	YES (ON PDE WEBSITE)	YES (SEE TABLE 8)			
*Dynamic Indicators of Basic Emergent Literacy Skills-6th ed. (DIBELS-6)	✓		K–6th grade	Designed to measure phonological awareness, alphabet principle, vocabulary, and fluency and accuracy with connected text; indicators are standardized and individually administered, are specifically designed to be short (one-minute) fluency measures, and include benchmark/universal screening and progress monitoring materials	www.dibels.uoregon.edu
*Early Literacy Skills Assessment (ELSA)			3–5 years	Measures the emerging literacy skills of children attending early childhood programs; in storybook form and can be used by teachers to assess young children's literacy skills in the areas of comprehension, alphabetic principle, phonological awareness, and concepts about print	www.highscope.org
**Get Ready To Read! (GRTR)			4-year-olds	A reliable, research-based series of questions for children in the year prior to entering kindergarten to determine whether they have the early literacy skills they need to become readers; a 20-item tool focusing on print knowledge, emergent writing, and linguistic awareness	www.getreadytoread.org
*Phonological Awareness Literacy Screening (PALS-PreK)	✓		4-year-olds	A scientifically-based phonological awareness and literacy screening tool measuring a preschooler's developing knowledge of literacy fundamentals; measures name-writing ability, upper- and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness, and nursery rhyme awareness; designed to be administered by classroom teachers; offers guidance for tailoring instruction to children's specific needs	www.pals.virginia.edu
*Phonological Awareness Literacy Screening (PALS-K)			Kindergarten	A measure of children's knowledge of several literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds, and spelling; provides a direct means of matching literacy instruction to specific literacy needs; provides a means of identifying those children who are relatively behind in their acquisition of these fundamental literacy skills	www.pals.virginia.edu
*Phonological Awareness Literacy Screening (PALS 1–3)			1st–3rd grade	Can be used with children in grades one, two, and three to identify students at risk for reading difficulties; designed to measure young children's knowledge of literacy fundamentals; can be used as a diagnostic tool to provide teachers with explicit information to help guide their teaching	www.pals.virginia.edu
*Test of Early Reading Ability-3rd ed. (TERA-3)			3½–8½ years	Measures children's mastery of early developing reading skills, as opposed to being a reading "readiness" test; has three subtests that include knowledge of the alphabet, conventions of print, and construction of meaning from print	www.proedinc.com

LANGUAGE ASSESSMENTS

**Diagnostic Evaluation of Language Variation (DELV)			4–9 years	The Diagnostic Evaluation of Language Variation™ (DELV™) family of products paves the way for the language assessment of all children including those children who are speakers of dialects other than Mainstream American English (MAE); the DELV screening tool is used by clinicians to identify children who are at risk for a language disorder; focuses on general language disorder and does not measure either receptive or expressive language or vocabulary; use the DELV Screening Test and DELV Norm-Referenced language test individually or in combination to provide a comprehensive language assessment	www.pearsonclinical.com
*Feifer Assessment of Reading (FAR)	✓	✓	4–21 years	Designed to identify children at risk for developmental dyslexia and measures the underlying processes of reading; determine the examinee's specific subtype of reading impairment and inform decisions about appropriate interventions	www.parinc.com
*Preschool Language Scale-5th ed. (PLS-5)			Birth–7 years, 11 months	Screens children's total language skills including auditory comprehension (vocabulary and receptive language) and expressive language (expressive vocabulary, syntactic knowledge, and ability to convey coherent concepts); can identify children who are at risk for a language disorder and need further evaluation	www.pearsonclinical.com

Summary Table 9 (continued) • Assessment Resources for Early Childhood Standards for PreK and K (6/8)

TOOL	ALIGNMENT W/ PA'S LEARNING STANDARDS EARLY CHILDHOOD	ALIGNMENT W/PA'S LEARNING STANDARDS	AGE GROUP OR GRADE LEVEL	DESCRIPTION	PUBLISHER
	AUTHENTIC, CURRICULUM- CONSISTENT MEASURES				
	YES (ON PDE WEBSITE)	YES (SEE TABLE 8)			
*Pre-Language Assessment Survey (Pre-LAS)			3 years, 0 months– 3 years, 5 months; 3 years, 6 months– 3 years, 11 months	Measures range of behaviors and skills typical of three-year-old children in child-care settings; focuses on young children's increasing abilities to communicate w/their teachers and child-care providers as well as w/other children; main purpose is to provide general profiles of language and early literacy competencies for children who speak target language as a first-, second-, or additional language	http://www.ctb.com/ctb.com/control/main
*Oral Written and Language Scales (OWLS) including Listening Comprehension (LC)/Oral Expression (OE), and Written Expression (WE)	✓		LC/OE: 3 years, 0 months– 21 years, 11 months	OWLS LC/OE—an individually-administered assessment of receptive and expressive language for children and young adults; LC Scale measures receptive language by using an easel; examiner reads a verbal stimulus aloud and examinee responds by indicating a picture on examinee's side of easel; w/OE Scale, examinee answers a question, completes a sentence, or generates one or more sentences in response to a visual/verbal stimulus	ags.pearsonassessments.com
			WE: 5 years, 0 months– 21 years, 11 months	OWLS WE—offers an authentic assessment of written language skills in children and young adults; examines use of conventions (handwriting, spelling, punctuation), use of syntactical forms (modifiers, phrases, sentence structures), and ability to communicate meaningfully (relevance, cohesiveness, organization)	ags.pearsonassessments.com
MATHEMATICS ASSESSMENTS					
*Test of Early Mathematics Ability-3rd ed. (TEMA-3)			3–9 years	Measures mathematics performance of children; can also be used to detect learning problems in mathematics for older children; measures informal and formal (school-taught) concepts and skills in following domains: numbering skills, number-comparison facility, numerical literacy, mastery of number facts, calculation skills, and understanding of concepts	www.psych-edpublications.com
DISABILITY SENSITIVE MEASURES					
*Adaptive Behavior Assessment System-2nd ed. (ABAS-2)	✓		Birth–adult (0–89 years)	Assesses individuals with mental retardation, learning difficulties, ADD/ADHD, or other impairments.; the only tool to incorporate current American Association of Mental Retardation (AAMR) guidelines for evaluating the three general areas of adaptive behavior (conceptual, social, practical); assesses all 10 specific adaptive skills areas specified in the DSM-IV; helps to determine how the individual is responding to daily demands, as well as to help develop treatment and training goals	http://www.wpspublish.com/
*Adaptive Behavior Assessment System-3rd ed. (ABAS-3)	✓		Birth–adult	Assesses individuals w/intellectual and developmental disabilities, autism, learning and behavioral difficulties, ADD/ADHD, or other impairments; incorporates current American Association on Intellectual and Developmental Disabilities (AAIDD) and DSM-5 guidelines for evaluating three general domains of adaptive behavior (conceptual, social, practical); assesses 10 specific adaptive skills areas w/in domains; helps to determine how individual is responding to daily demands, as well as to help develop treatment and training goals	http://www.wpspublish.com/

Summary Table 9 (continued) • Assessment Resources for Early Childhood Standards for PreK and K (7/8)

TOOL	ALIGNMENT W/ PA'S LEARNING STANDARDS EARLY CHILDHOOD	ALIGNMENT W/PA'S LEARNING STANDARDS	AGE GROUP OR GRADE LEVEL	DESCRIPTION	PUBLISHER
	AUTHENTIC, CURRICULUM- CONSISTENT MEASURES				
	YES (ON PDE WEBSITE)	YES (SEE TABLE 8)			
*Ages and Stages Questionnaire-3rd ed. (ASQ-3)		✓	Birth–5 years	A low-cost, reliable way to screen infants and young children for developmental delays; parents complete the simple, illustrated 30-item questionnaires at designated intervals, assessing children in their natural environments to ensure valid results; each questionnaire covers five key developmental areas: communication, gross motor, fine motor, problem solving, and personal-social; professionals then convert parents' responses of yes, sometimes, and not yet—in just 2–3 minutes—to color-coded scoring sheets, enabling them to quickly determine a child's progress in each developmental area; format for the test consists of several different forms: Parent Form (232 items), Teacher Form (193 items), and the Adult Form (239 items); each form ABAS has shown strong sensitivity to a particular age and is suggested that participants remain in the recommended age range	www.brookes publishing.com
*Ages and Stages Questionnaire-Social/Emotional (ASQ-SE) (ASQ-SE-2 out in Fall 2015)		✓	6–60 months	A screening system to assess children's social-emotional development at 6, 12, 18, 24, 30, 36, 48, and 60 months; areas assessed include self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people	www.brookes publishing.com
*Battelle Developmental Inventory-2nd ed. (BDI-2)	✓		Birth–7 years, 11 months	An individualized assessment that may be used for a variety of purposes, including identifying children w/disabilities, evaluating groups of children w/disabilities in early education programs, assessment of typically developing child, assessment (screening) for school readiness, program evaluation for accountability, and identification of integrated activities to help achieve milestones; there two types of assessment: full assessment and screening test; full assessment refers to use of complete tool, including all five domains; screening test refers to abbreviated tool that includes 100 test items from full BDI-2	www.hmhco.com
**Carolina Curriculum for Preschoolers with Special Needs (CCPSN)	✓		2–5 years	Natural follow-up to CCPSN; designed for assessment and teaching of children w/mild to severe special needs from 2–5 years' developmental age; curriculum is divided into 22 logical teaching sequences covering five developmental domains: cognition, communication, social adaptation, fine motor, and gross motor; once initial assessment is complete, professionals select curricular items (there are more than 400) that correspond to each child's special needs	www.brookes publishing.com
***Every Move Counts (EMC)	✓		Young children w/severe disabilities	A sensory-based program for recognizing and improving communication in people of all ages who are perceived as being unable to communicate; Sensory Response Assessment identifies sensory activities a client enjoys and how that enjoyment is communicated; client's natural response becomes a means to request these preferred activities, then this basic response becomes foundation of a more functional communication system; includes intervention strategies, activities, and recordkeeping forms	www.proedinc.com
*Oregon Project for Preschool Children Who Are Blind or Visually Impaired-6th ed. (OPPC-BVI-6)	✓		Birth–6 years (developmental level)	Skills Inventory consists of 640 behavioral statements organized in eight developmental areas: cognitive, language, socialization, vision, compensatory, self-help, fine motor, and gross motor; each of these eight areas contains skills which have been developmentally sequenced and arranged in age categories: birth–1, 1–2, 2–3, 3–4, 4–5, and 5–6 years; all major skills needed by a visually impaired or blind child in preparation for first grade, such as prerequisites for orientation and mobility and Braille, are included; Skills Inventory also available in Spanish, Large Print, and Braille	www.soesdk12. or.us/

Summary Table 9 (continued) • Assessment Resources for Early Childhood Standards for PreK and K (8/8)

TOOL	ALIGNMENT W/ PA'S LEARNING STANDARDS EARLY CHILDHOOD	ALIGNMENT W/PA'S LEARNING STANDARDS	AGE GROUP OR GRADE LEVEL	DESCRIPTION	PUBLISHER
	AUTHENTIC, CURRICULUM-CONSISTENT MEASURES				
	YES (ON PDE WEBSITE)	YES (SEE TABLE 8)			
**Pediatric Evaluation of Disability Inventory Computer-Adaptive Tests (PEDI-CAT)	✓		Birth–20 years	<p>Originally published in 1992, Pediatric Evaluation of Disability Inventory (PEDI) has been revised as a computer adaptive test (CAT)—the PEDI-CAT; measures abilities in three functional domains: daily activities, mobility, and social/cognitive; Responsibility domain measures extent to which caregiver or child takes responsibility for managing complex, multi-step life tasks; can be used across all clinical diagnoses and community settings; does not require any special environment, materials, or activities for administration; designed for use with children and youth (birth–20 years of age) with a variety of physical and/or behavioral conditions</p> <p>Applications:</p> <ul style="list-style-type: none"> • Identification of functional delay • Examination of improvement for an individual child after intervention • Evaluation and monitoring of group progress in program evaluation and research <p>Assessment focuses on typical performance at present time; can be used on multiple occasions for same child (e.g., initial, interim, discharge, and follow-up); no minimum time that must pass between assessments</p>	http://pedicat.com/category/home/
*Temperament and Atypical Behavior Scales (TABs)	✓		11–71 months; can be used w/ infants from 4–11 months	<p>Specifically designed to identify problems of extremes in temperament and self-regulation that can indicate a child's risk for atypical behavior and developmental delay; consists of three components: TABs Screener (15 items), completed by parents and professionals; TABs Assessment Tool (55 items), also completed by parents and professionals, is a more extensive tool for children whose scores indicate a potential problem, and provides evaluation results for atypical self-regulatory behavior in four categories: detached, hypersensitive-active, under-reactive, and dysregulated; and TABs manual, which provides information necessary in scoring and administration of measure</p>	www.brookespublishing.com

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

* One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.

** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.

*** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.

Summary Table 10 • Overview of Classroom Environment Tools/Classroom Observation Measures (1/2)

TOOL	AGE RANGE OF CLASSROOM	TYPES	WHAT DOES IT ASSESS?	MEASURES?
*Coaching to Fidelity (CTF)	Preschool/ Pre-K	Coaching to Fidelity	Help your staff to improve outcomes for every child by building the knowledge and skills they need to implement The Creative Curriculum® for Preschool and Teaching Strategies® GOLD™ with fidelity. These supportive new resources help anyone providing in-classroom support to teachers to individualize their coaching support and help guide every teacher toward successful implementation.	The Fidelity Tool, Preschool Edition assesses how well The Creative Curriculum® for Preschool and Teaching Strategies® GOLD™ are being implemented in every classroom; combines an administrator tool, which helps observers rate the evidence of implementation and generate scores for overall fidelity, w/a teacher checklist that gives teachers the opportunity for self-assessment and self-improvement in their implementation
*Classroom Assessment Scoring System (CLASS)	Infant– secondary	Infant (CLASS-I), Toddler (CLASS-T), Pre-Kindergarten (CLASS-Pre-K), Elementary (CLASS-K-3), Upper-Elementary (grades 4–6), Secondary (grades 7–12)	Emotional, organizational, and instructional interactions between teachers and children/students in the classroom	Social/emotional climate, classroom management, instructional supports for learning
***Early Language and Literacy Classroom Observation (ELLCO)	3–8 years, preschool	Addendum for ELL, ELLCO Pre-K	Quality of language and literacy practices and materials in early childhood classrooms	Classroom structure, curriculum, language environment, books and book reading, and print and early writing/ literacy environment, classroom observation
*Environment Rating Scales (ERS)	Birth–school age	Infant/Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale-Revised (ECERS-R), Early Childhood Environment Rating Scale, 3rd ed. (ECERS-3), Family Child Care Environment Rating Scale-Revised (FCCRS-R), School-Age Environment Rating Scale (SACERS)	Comprehensive assessment of process quality (or what children experience that has effect on development) in infant and toddler classrooms, preschool classrooms, family day care homes, after-school programs	For all scales: Space and furnishings, health and safety, appropriate stimulations through language and activities, warm supportive interactions; in ECERS-3, teaching and social interactions are emphasized, especially math and literacy but also in other important learning areas
HighScope’s Program Quality Assessment tool (PQA-HighScope)	Infant–pre-K	OnlinePQA is the Internet-based version of the tool and offers three formats for program quality assessment: <ul style="list-style-type: none"> • Infant-Toddler PQA • Preschool PQA • Family Child Care PQA 	Rating tool designed to evaluate the quality of early childhood programs and identify staff training needs	Each of the three assessments are unique and cover key aspects of program quality on a variety of dimensions; OnlinePQA may be used in any developmentally-appropriate classroom including those using HighScope approach; reporting options include scores for each dimension, an overall classroom score, and other planning reports such as a comparative report for baseline and end-of-year results; these built-in reports can be used by administrators to evaluate classroom quality and to plan for professional development while teachers can use online tool to evaluate their own classrooms; multiple ratings may be completed on a single classroom—providing useful information to teachers, administrators and/or outside raters
***Assessment of Practices in Early Elementary Classrooms (APEEC)	K–3rd grade	Information not readily obtainable	Global dimensions of DAP in Kindergarten–3rd grade classes	Physical environment, instructional context, social context
*Caregiver Interaction Scale (CIS)	Pre-K	26-item rating scale	A teacher’s interactions w/children and teacher’s emotional tone, discipline style, and responsiveness in classroom	Sensitivity, harshness, discipline, permissiveness

Summary Table 10 (continued) • Overview of Classroom Environment Tools/Classroom Observation Measures (2/2)

TOOL	AGE RANGE OF CLASSROOM	TYPES	WHAT DOES IT ASSESS?	MEASURES?
*Measuring the Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT)	Birth–3 years	Designed to capture the dyadic nature of most interactions and represent quality w/which caregiver manages multiple demands in group setting; includes 10-minute time samples that capture interactions occurring w/a given caregiver and child/group of children at a given time, as well as global ratings based on entire observation time; in each 10-minute sample (a cycle), caregiver is rated based on average experience provided to children; when multiple caregivers are present in a setting, observer focuses on a different caregiver in each cycle	Quality of caregiver interaction w/infants and toddlers, caregiver support for social-emotional development, language and literacy development, and cognitive development; also documents areas of concern related to children’s emotional or physical health and safety; family- and center-based classrooms serving 0–3-year-old children	<p>Dimensions of caregiver-child interactions supporting development:</p> <ul style="list-style-type: none"> A. Supporting social-emotional development B. Supporting cognitive development C. Supporting language and literacy development D. Areas of concern in caregiving E. Additional information about the environment

These listings do not imply any approval or endorsement by the committee of particular tools. They are included to provide examples of tools available for measuring various domains and outcomes.

* One asterisk – All descriptions, alignment at the indicator level were performed and updated by the publisher or author in 2015.

** Two asterisks – All descriptions, alignment at the indicator level were obtained from current websites for each tool, and are assumed to be current.

*** Three asterisks – All descriptions, alignment at the indicator level were obtained from secondary references, and were after 2010.