

Colorado's Early Childhood Assessment Landscape



Overview

With the adoption of new assessment system, now marks a time of transition and alignment.

- Update on the Results Matter assessments and outcomes
- Update to Colorado Basic Literacy Act (CBLA) rules and approved assessments
- Development of a School Readiness assessment for kindergarten students

Grade Level	Activity	Purpose	Frequency
Preschool	Results Matter Assessments	<ul style="list-style-type: none"> • Describe Status at Entry and Exit • Inform Instruction and Intervention • Inform Local and State Decision Making • Describe Progress • Inform Instruction and Intervention • Inform Periodic Assessments • Engage families and children 	Fall, Winter, Spring
Kindergarten	School Readiness Assessments (i.e. Results Matter Assessments)	<ul style="list-style-type: none"> • Describe Status at Entry and Exit • Inform Instruction and Intervention • Inform Local and State Decision Making • Describe Progress • Inform Instruction and Intervention • Inform Periodic Assessments • Engage families and children 	Fall, Winter, Spring
Kindergarten, 1st – 3rd grades	Literacy and Numeracy assessments, 3 rd grade state summative	<ul style="list-style-type: none"> • Measure student’s literacy and reading comprehension over time • Determine if student is on track to reading success 	Ongoing

Results Matter



Results Matter was developed by CDE with broad stakeholder involvement.

Results Matter promotes high quality early childhood assessment practices as an essential element in improving child outcomes.

Results Matter is nationally recognized and serves as a model for school readiness assessment work across the country.

What's it all about?



Assessment of
Academic
Content Areas

Assessment of
Developmental
Domains

Status Checks
AND Progress
Monitoring

Instant Access to
Online Reports
and Analyses at
All Levels

Data Driven
Decision Making



Scope of Participation

- 45,000 children
- 1000 sites
- 4000 teachers



- **Colorado Preschool Program (CPP)***
- **Preschool Special Education***
- **Early Head Start**
- **Head Start**
- **Child Care Centers**
- **Family Child Care Homes**
- **Teen Parent Programs**
- **Campus Child Care**

*Denotes participation required



Child Assessment

Observation



Documentation

**Assessment
Activities**

**Developmental
Assessment
Ratings**

**School Readiness
Reports**

Assessment Systems



Teaching Strategies GOLD

- Research based and strong crosswalk with standards
- Most frequently chosen system
- Online system with real time reports for teachers, families, school districts and state



HighScope Child Observation Record (COR)

- Research based and strong crosswalk with standards
- Online system with real time reports for teachers, families, school districts and state



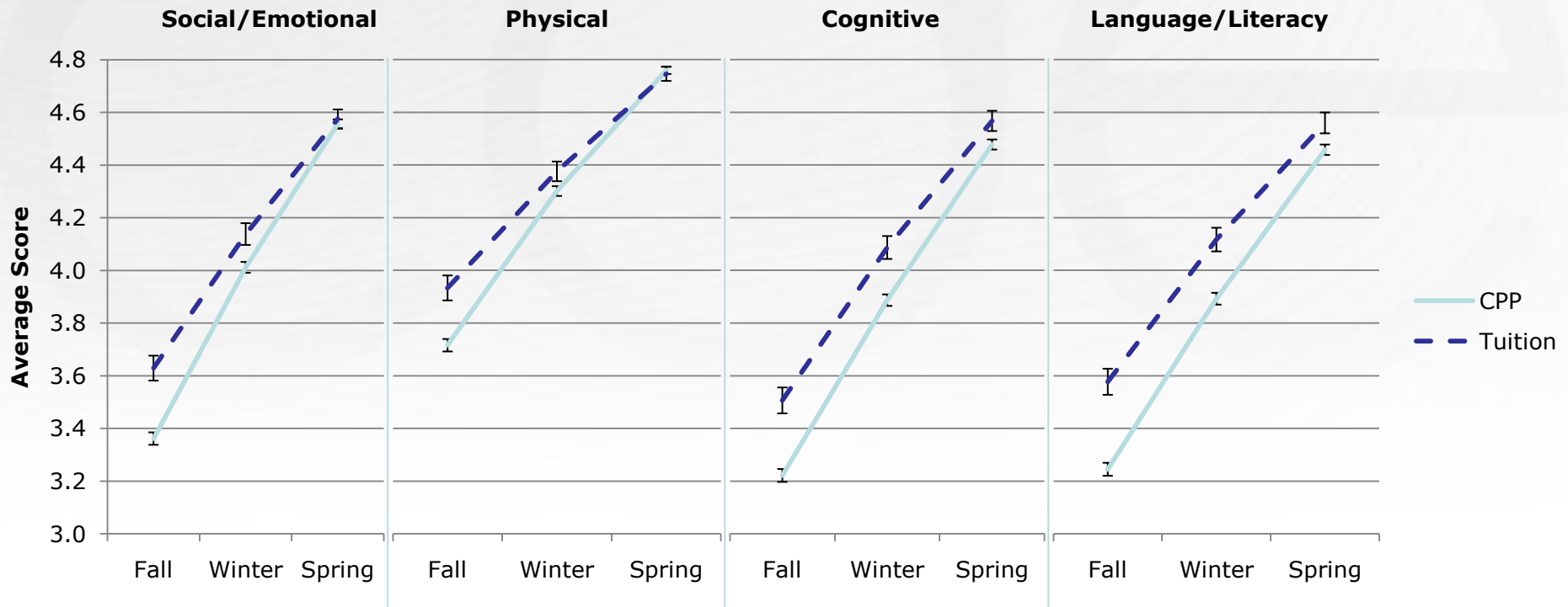
Work Sampling System - Challenges

- Good Crosswalk with Standards
- Limited scale, difficulty with reliability
- Unreliable online system
- May be phased out if difficulties cannot be surmounted

Key Outcomes and Results

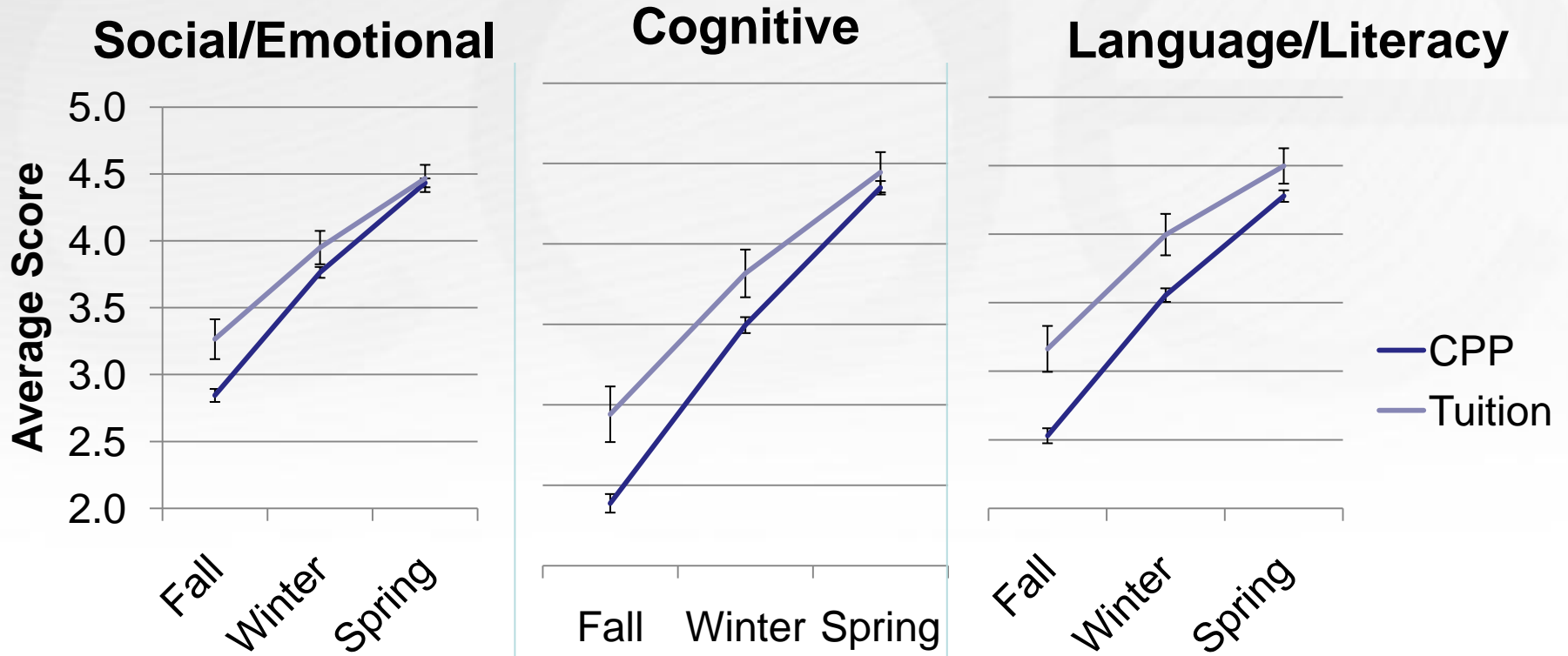
CPP Closed the Gap!

Data from Creative Curriculum Developmental Continuum
2009-10



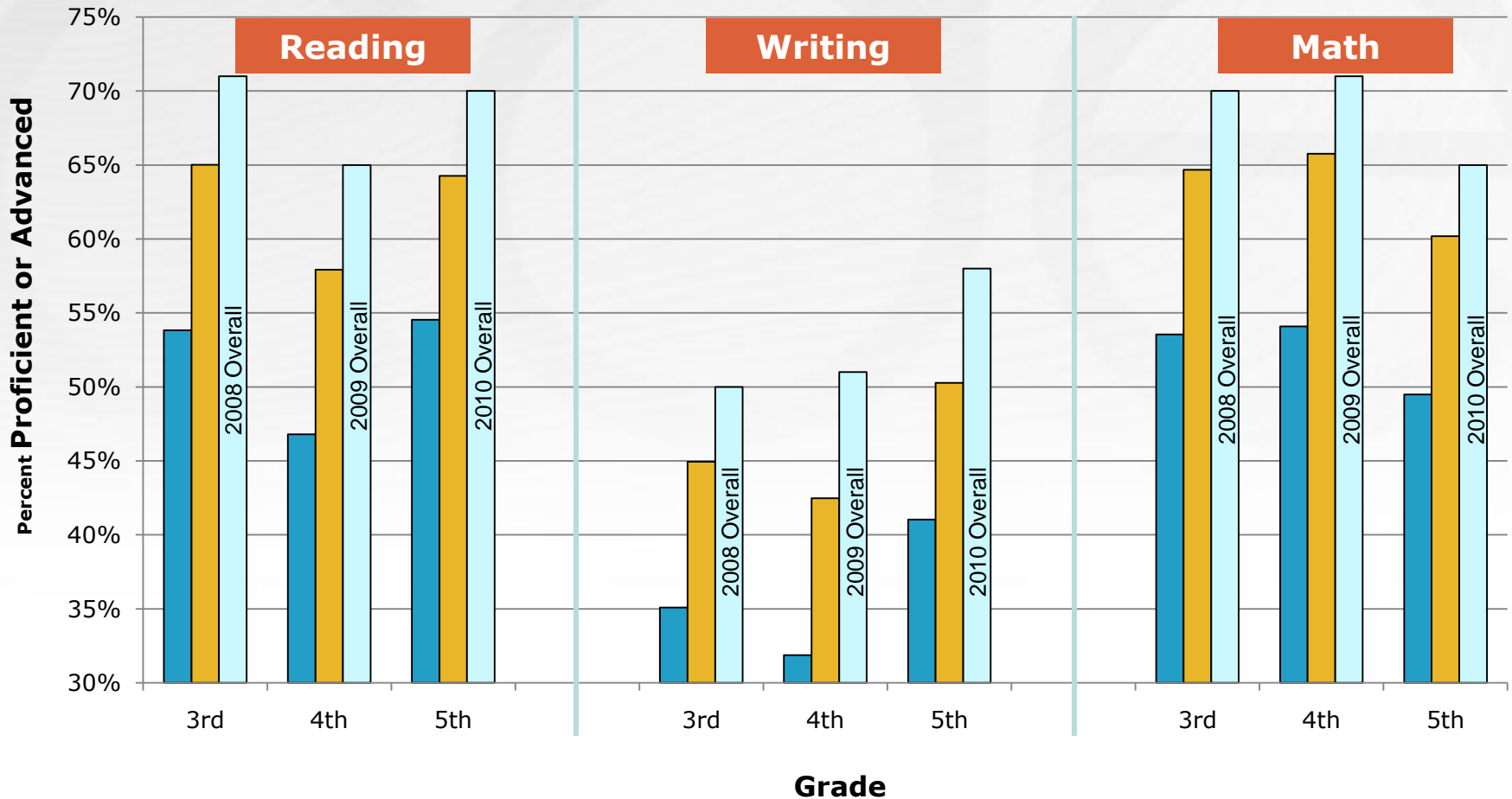
CPP Closed the Gap!

Data from **HighScope COR**, 2009-10



Colorado Student Assessment Program (CSAP) Proficient or Advanced Scores, 2003-04 Cohort

■ At-Risk, Non-CPP ■ CPP □ State



What we've learned

- Power of data to show the lasting impact of quality intervention strategies.
- High quality assessment system include ongoing professional development.
- Importance of an assessment system that works for students, teachers, and families.
- School Readiness Assessment must work for students and teachers in a variety of settings.

Colorado Basic Literacy Act

Conception of CBLA

- Former Sen. Norma Anderson championed CBLA legislation.
- Three years after CSAP began.
- Why wait until 3rd grade?

Purpose of CBLA

The Colorado Legislature enacted the Colorado Basic Literacy Act in 1997:

- To provide students with the literacy skills essential for success in school and life.
- To promote high literacy standards for all students in K – 3rd grade.
- To help all schools improve the educational opportunities for literacy and performance for all students.
- To ensure that all students are adequately prepared to meet Colorado's 4th grade reading standards.

Historical Overview

- 2004 – The State Board of Education amended the rules for the administration of CBLA to include the reading research consensus and to align with the five components of reading.

Historical Overview Continued

- 2006 – A state audit of Read To Achieve, a grant program created by CBLA, found that the impact of RTA could not be determined and recommended that a single assessment be identified by the State BOE.

CBLA requires the State Board of Education to approve and identify instruments for assessing early literacy levels of K - 3 students.

- 2007 – The State Board approved three assessment instruments (Developmental Reading Assessment, Dynamic Indicators of Basic Early Literacy Skills DIBELS, and Phonological Awareness Literacy Screening) for CBLA.

CBLA Assessments



Developmental Reading Assessment, 2nd ed. (DRA2)

- Method for assessing and documenting students' development as readers over time.
- Identifies students' reading level or text on which students meet specific criteria in terms of accuracy, fluency, and comprehension.



Dynamic Indicators of Basic Early Literacy Skills, 6th and 7th ed. (DIBELS and DIBELS Next)

- Brief, powerful indicators of foundational early literacy skills.
- Universal screening and progress monitoring to identify students in need of intervention support and evaluate the effectiveness of interventions.



Phonological Awareness Literacy Screening (PALS)

- Screening, diagnostic, and progress monitoring tool for measuring children's knowledge of important literacy skills.
- Began as a state provided screening tool for Virginia's Early Intervention Reading Initiative.

Next Steps

- Update and align CBLA proficiencies to the new Colorado Academic Standards
- Review existing approved CBLA assessments based on data and public feedback

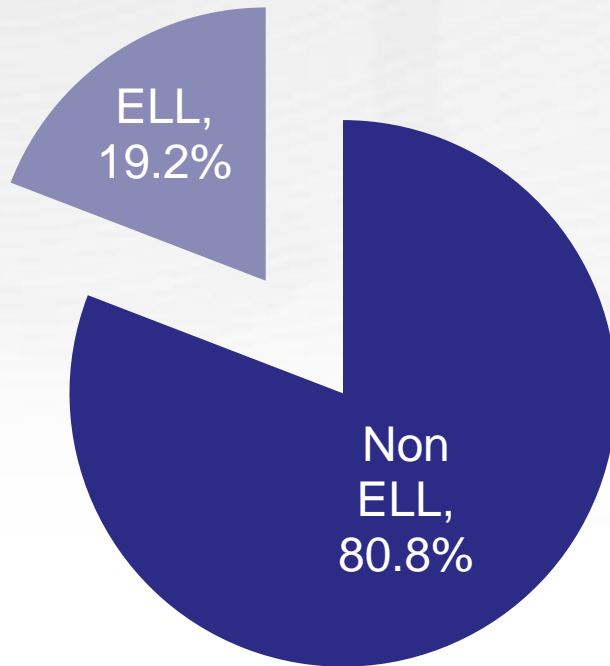
Predicting CSAP Reading Success Using CBLA Assessment Results 2008-2010

CBLA 2010: Participants by Grade

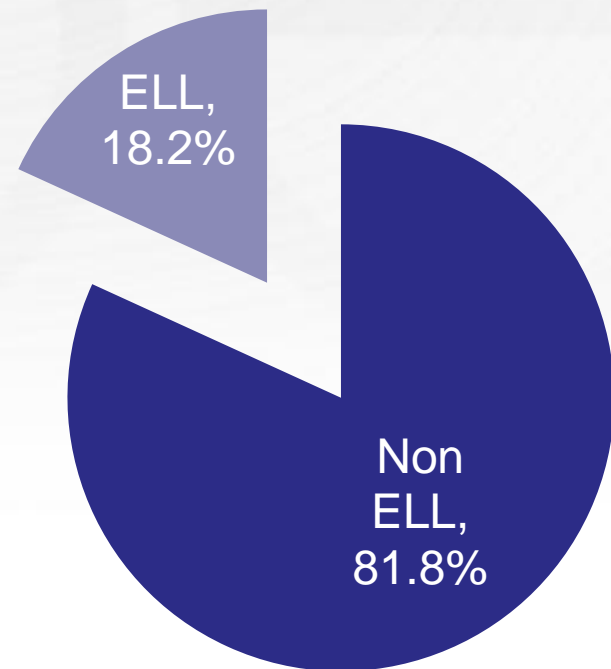
- Kindergarten (half day) – 37,663
- Kindergarten (full day) – 30,467
- 1st grade students – 69,917
- 2nd grade students – 67,700
- 3rd grade students – 67,083

CBLA 2010: Students by ELL Status

Kindergarten Only



All Grades K-3



CBLA Data Linked to CSAP

- The CBLA individual test data was collected by the state for the first time in 2008.
- CDE was able to link the 2008 3rd grade CBLA data to the 3rd grade CSAP reading assessment in 2008.

CBLA-CSAP Agreement Grade 3 2008

Grade 3 2008					
CBLA Status 2008	CSAP Not Proficient 2008	CSAP Proficient 2008	Total	% Not Proficient 2008	% Proficient 2008
CBLA 'Not Grade Level' 2008	12728	6514	19242	66.1%	33.9%
CBLA Grade Level 2008	3322	31151	34473	9.6%	90.4%
Total	16050	37665	53715		
			43879		
		Correct Total Classification	81.7%		

CBLA-CSAP Agreement Grade 3 2009

Grade 3 2009					
CBLA Status 09	CSAP Not Proficient 2009	CSAP Proficient 2009	Total	% Not Proficient 2009	% Proficient 2009
CBLA 'Not Grade Level' 2009	11775	7886	19661	59.9%	40.1%
CBLA 'Grade Level 2009'	3414	32886	36300	9.4%	90.6%
Total	15189	40772	55961		
			44661		
		Correct Total Classification	79.8%		

CBLA to CSAP agreement Grade 3 2010

Grade 3 2010					
CBLA Status 2010	CSAP Not Proficient 2010	CSAP Proficient 2010	Total	% Not Proficient 2010	% Proficient 2010
CBLA Not Grade Level 2010	13690	6598	20288	67.5%	32.5%
CBLA Grade Level 2010	4245	33687	37932	11.2%	88.8%
Total	17935	40285	58220		
		Correct Total Classification	81.4%		

Summary of Grade 3 CBLA & CSAP Grade 3 Outcome 2008-2010

- The results show that 89-90% of students who were classified as 'At Grade Level' by grade 3 CBLA assessments in 2008 through 2010 where proficient or above on the CSAP reading assessment each year.
- The overall correct classification rate (including students who were not at grade level) was about 80% each year.

Historical CBLA Data Linked to CSAP

- In 2009, 2nd graders from 2008 could be linked to their 2009 3rd grade CSAP results
- In 2010, 1st graders from 2008 could be linked to their 2010 3rd grade CSAP results.

CBLA 2008 into CSAP 2009

CBLA Grade 2 2008	CSAP Grade 3 2009				
CBLA Status 2008	CSAP Not Proficient 2009	CSAP Proficient 2009	Total	% Not Proficient 2009	% Proficient 2009
CBLA Not Grade Level 2008	10759	8814	19573	55.0%	45.0%
CBLA Grade Level 2008	4158	29973	34131	12.2%	87.8%
Total	14917	38787	53704		
			40732		
		Correct Total Classification	75.8%		

CBLA Predictive Over Time?

<u>Grade 1 2008</u>	<u>Grade 3 2010</u>			% Not Proficient 2010	% Proficient 2010
CBLA Status 2008	CSAP Not Proficient 2010	CSAP Proficient 2010	Total		
CBLA Not At Grade Level 2008	10,434	7,296	17,730	58.8%	41.2%
CBLA Grade Level 2008	5,411	28,724	34,135	15.9%	84.1%
Total	15,845	36,020	51,865		
			39,158		
		Correct Total Classification	75.5%		

Summary of 2008 Grade 1 & 2 CBLA & Grade 3 2009 & 2010 CSAP Reading Outcome

- The results show that more than 87% of students who were classified as 'At Grade Level' in 2nd were proficient on their 3rd grade CSAP reading assessment in 2009.
- The results show that more than 84% of students who were classified as 'At Grade Level' in 1st were proficient on their 3rd grade CSAP reading assessment in 2010.
- The overall correct classification rate (including students who were not at grade level) was about 75% each year.

Grade 3 CBLA 2010 & CSAP Grade 3 2010 by CBLA Test

CBLA Status 2010	CBLA Test Name	Total	Below Proficient 2010	Proficient & Above 2010	% Below Proficient 2010	% Proficient & Above 2010
Grade Level 2010	DRA2	15,689	1,705	13,984	10.9%	89.1%
Below Grade 2010	DRA2	8,650	6,134	2,516	70.9%	29.1%
Grade Level 2010	DIBELS	17,436	1,631	15,805	9.4%	90.6%
Below Grade 2010	DIBELS	9,787	6,170	3,617	63.0%	37.0%
Grade Level 2010	PALS	3,407	450	2,957	13.2%	86.8%
Below Grade 2010	PALS	1,383	1,095	288	79.2%	20.8%

Grade 2 CBLA 2008 & CSAP Grade 3 2009 by CBLA Test

CBLA Test Name	CBLA Status 08	Total	Below Proficient 2010	Proficient & Above 2010	% Below Proficient 2010	% Proficient & Above 2010
DRA2	Grade Level 08	13362	1561	11801	11.7%	88.3%
DRA2	ILP 08	8126	5155	2971	63.4%	36.6%
DIBELS 6th	Grade Level 08	16646	1894	14752	11.4%	88.6%
DIBELS 6th	ILP 08	9375	4307	5068	45.9%	54.1%
PALS	Grade Level 08	3447	574	2873	16.7%	83.3%
PALS	ILP 08	1220	798	422	65.4%	34.6%

Grade 1 CBLA 2008 & CSAP Grade 3 2010 by CBLA Test

CBLA Test Name	CBLA Status 08	Total Of SASID08	Below Proficient 2010	Proficient & Above 2010	% Below Proficient 2010	% Proficient & Above 2010
DRA2	Grade Level 08	13323	1872	11451	14.1%	85.9%
DRA2	ILP 08	7662	4961	2701	64.7%	35.3%
DIBELS 6th	Grade Level 08	16288	2505	13783	15.4%	84.6%
DIBELS 6th	ILP 08	8071	4060	4011	50.3%	49.7%
PALS	Grade Level 08	3501	687	2814	19.6%	80.4%
PALS	ILP 08	1109	801	308	72.2%	27.8%

What we've learned

1. All three CBLA assessments do a good job of predicting later CSAP success.
2. The CBLA assessments are not designed to diagnose student learning difficulties nor to support teachers with specific interventions.
3. The addition of formative practices, Results Matter assessments, and numeracy assessments provide the needed holistic assessment of student abilities and informative results.
4. The importance of reporting student-level results for all assessments on School View will bring greater attention to the needs of Colorado's earliest learners.

The school readiness assessments should:

- Build on the Results Matter system
- Be authentic, ongoing and observation based
- Produce readily accessible data that is useful for teachers and administrators
- Engage families in the ongoing assessment process

Stay tuned, more information forthcoming!

Next Steps for ECE Assessment Team

- Completing alignment studies between existing assessments and new standards
- Participating in state and national early childhood reform efforts related to assessments and P-20 data sharing
- Including all ECE assessment results on School View
- Developing School Readiness assessments
- Exploring feasibility of School Readiness pilots in School Year 2011-2012

Timeline

- **July**
 - CBLA Committee meeting to draft new rules
- **August**
 - SBE receives first draft of revised CBLA rules
 - CDE will provide public feedback opportunities on the existing CBLA assessments
- **September**
 - Publish draft CBLA Rules for public feedback
- **November**
 - Conduct CBLA Rulemaking Hearing and confirm approved CBLA assessments
- **December**
 - Staff presentation and recommendations to the SBE regarding: final approval of CBLA Rules and final approval of literacy assessments and School Readiness Assessment plans



Thank you!