Results Matter Preferred Criteria and Indicators for which reviewers requested *more information* from tool vendors

10. Assessment system allows for the following claims:

10.2 Promotes improved teacher practices.
   A.   Studies that show associations between teacher use of the assessment and their reports of tailored instruction.

Tool	Reviewer Notes	Vendor Response
AEPS	No indication in submitted materials on how using the assessment promotes improved teacher practices	No response from the vendor
COR	No indication in submitted materials on how using the assessment promotes improved teacher practices	No Response from the Vendor
GOLD	No indication in submitted materials on how using the **assessment** promotes improved teacher practices	The connection between the curriculum and assessment is further detailed in the study conducted by the Center of Program Evaluation, Community Health Sciences, University of Nevada, Reno: Silver State Kindergarten Inventory Development Statewide (SSKIDS) Pilot Evaluation: Findings from Nevada's Users of the Teaching Strategies Gold (TSG) Assessment Tool. Teachers reported on the specific ways they use *GOLD*® data to tailor their instruction. Specifically, they share the data with parents to help continued learning at home; to help write Individualized Education Program (IEP) goals for students; to target more individualized areas of need; and to develop and plan curriculum, lesson plans and activities (p.3). One teacher even indicated she uses the results to inform parent-teacher conferences and to set up goals (p. 27).

10.4 Assessment aligns to the Colorado Early Learning and Development Guidelines.
  A. Alignment study results that illustrate item-level alignment between assessment tool and guidelines.

Tool	Reviewer Notes	Vendor Response
COR	They align with the ELDG but not at the specific indicator levels of the tool Not updated with the 2019 ELDG Guidelines	No Response from the Vendor

10.5 Informing interventions and progress monitoring for children with IEP.
  A. Evidence of associations between use of tool results and specific interventions over time and across multiple administrations.

Tool	Reviewer Notes	Vendor Response
GOLD	It has been difficult in the past to utilize the objectives on IEP's and show growth due to the continuum. Does this present an issue when in the classroom?	Since the provision of special education services is for the purpose of accessing the general education curriculum, what happens in the classroom is not driven by IEP goals. Rather, the curriculum, combined with the children's interests, shapes the learning experiences each day. This underscores the need for a close association between the curriculum and assessment. Growth is seen in the *GOLD*® assessment data when there are more opportunities to learn or refine skills, related and unrelated to IEP goals, and when observers look for the various way's children demonstrate evidence of learning. In the instance of children with disabilities, *GOLD*® offers teachers a systemized way to collect evidence of their progress on goals, while the *MyTeachingStrategies*® system suggests the best "next steps" for the child to continue making progress, similar to a task analysis that teachers may have historically done manually.

10.6 Appropriate and responsive to multi-lingual/ multi-cultural families.
  A. Evidence of family assessment activities or discussion questions that are applicable in multiple languages and have been field tested with multi-lingual/ multi-cultural families and found to be appropriate for use across multiple circumstances.

Tool	Reviewer Notes	Vendor Response
AEPS	There is a family portion of the assessment, No mention of field testing with multi-lingual/multi- cultural families. What is available to prove the tool is culturally sensitive?	No Response from the vendor
COR	There is a family portion of the assessment, No mention of field testing with multi-lingual/multi- cultural families. What is available to prove the tool is culturally sensitive?	No Response from the Vendor

Tool	Reviewer Notes	Vendor Response
GOLD	There is a family portion of the assessment, No mention of field testing with multi-lingual/multi-cultural families. What is available to prove the tool is culturally sensitive	GOLD® components are available in both English and Spanish, and teachers may use language and literacy items in both languages. The language and literacy objectives are usually measured from an English language perspective. For children, whose home language is Spanish, a Spanish- language version of these objectives is presented to help teachers and caregivers track language and literacy development in Spanish. These objectives are very similar to the English version of the language and literacy objectives, but adaptations were made to reflect patterns of development unique to Spanish language and literacy. Teachers and caregivers and administrators can generate the "Development and Learning Report" and learning activities in English or Spanish. GOLD® field-testing included children who are Spanish-speaking dual-language learners in a Head Start program. Additionally, the Spanish version of GOLD® was field-tested in a Migrant and Seasonal Head Start program. The MyTeachingStrategies® platform includes online professional development courses and tutorials that are available for teachers and administrators in both English and Spanish. Additionally, resources such as the Family Conference Form, Development and Learning report, and Intentional Teaching Experiences can be accessed quickly in Spanish for English speaking teachers to share with families and teaching partners who prefer to receive that information in Spanish. Teachers, caregivers, and administrators can also generate the "Development and Learning Report" and learning activities in English or Spanish. To assess the knowledge and development of English and dual- language learners accurately, it is critical to determine the primary language(s) of the children. The "Home Language Survey" previously described in Section 4.0, Psychometric Properties, is designed to help teachers gather and record useful information about the language(s) to which children have been exposed in the home environment and the language(s) children use at home and at school. This information assists teachers in planning ways to support children's language and literacy acquisition and in basing instruction on children's strengths and needs. Teachers and childcare providers using GOLD® have access to several parent-facing reports, such as the "Family Conference Form", which allow the teacher to edit language and add comments. These reports and forms are available in MyTeachingStrategies® and can be generated in English or Spanish to communicate with families. Other available reports include the "Individual Child Report", the "Development and Learning Report", and the "Report Card". In addition, teachers and childcare providers using GOLD® have access to other family engagement features, including the MyTeachingStrategies® Family web portal and mobile app and a library of development and learning activities available in English and Spanish. GOLD® provides a series of family reports that offer insight into student success and are ideal for fostering family engagement. • *Provides information on the growth and development of the child.* Teachers can share the "Individual Child Report" in English or Spanish to provide families information on the growth and development of their child. Teachers can also share the "Development and Learning Report", which highlights a child's particular strengths in specified areas of development and learning. It can be generated in English or Spanish, using a simple narrative to explain what the child is currently able to do and what developmental steps the child will likely take next. • *Suggests learning activities at home to support each child's growth and development*. Teachers can share developmentally appropriate Development and Learning Activities via the Resources Library found within the "Family" area of MyTeachingStrategies®. These learning activities are available in English or Spanish and are designed for families to use at home.

10.7 Has adaptations and accommodations for children with significant disabilities

    B.   Evidence either in administration manual or technical reports that illustrate the comparability of score interpretations when assessment tasks are adapted to fit the needs of children with disabilities (i.e., evidence that changes to assessment activities do not alter the construct).

Tool	Reviewer Notes	Vendor Notes
AEPS	Please address additional accommodations for a child when using the tool for children with significant disabilities How do accommodations, when used, alter the underlying construct of the item?	No Response from the vendor
COR	Please address additional accommodations for a child when using the tool for children with significant disabilities How do accommodations, when used, alter the underlying construct of the item?	No Response from the Vendor
GOLD	Please address additional accommodations for a child when using the tool for children with significant disabilities How do accommodations, when used, alter the underlying construct of the item?	*GOLD*® is fully aligned with the Office of Special Education Programs (OSEP) outcomes. *GOLD*® developers worked directly with the Early Childhood Outcomes Center to ensure the effectiveness of the system for assessing the development and learning of children with disabilities. Ongoing partnerships with organizations such as the Early Childhood Technical Assistance (ECTA) Center and The Center for IDEA Early Childhood Data Systems, along with input from over 10 state partners, resulted in updates and modifications to the tool to improve implementation and support best practices. As a result of these modifications, four (4) assessment items designed for OSEP Outcome 3 reporting were added. These modifications allow teachers to accurately assess a child's abilities in safety, toileting, feeding, and dressing.

11. Assessment tool/system has evidence for feasibility of implementation.

11.1 Overall time to complete assessment is manageable for teachers

   A. Evidence that the assessment can be integrated into teacher's daily activities. Also includes estimated number of hours to complete scoring and reliability certification.

Tool	Reviewers Notes	Vendor Response
AEPS	No mention of time needed to complete scoring, other than "2- week period" but did provide a 3-4 hr time estimate for IRR certification. What is the overall time and process needed for completing the assessment and the level of competency needed of the evaluator? What is the feasibility of a regular preschool classroom teacher using this too vs an interventionist? What is the feasibility for use of the tool for ongoing assessment of all of the students vs using this tool for more in depth assessment for children with higher needs?	No response from the vendor
COR	You provide the number of hours for the reliability certification, please provide the number of hours to complete the assessment and scoring.	No response from the vendor

Tool	Reviewers Notes	Vendor Response
GOLD	Please include an estimated number of hours to complete scoring or IRR certification	Teaching Strategies' *Inter-rater Reliability* (IRR) is an online certification process that provides teachers the opportunity to evaluate a variety of sample child portfolios within a specific age-group/grade level. In addition to affording practice in using the tool, the process measures the degree of agreement between teachers' ratings and those of Teaching Strategies master raters. *Inter-rater reliability* is the extent to which the ratings assigned by two or more individuals (observers/raters) agree. It addresses the consistency with which a rating system is used by multiple persons. Being awarded Teaching Strategies' IRR certification means that teachers' ratings of children's knowledge, skills, and behaviors agree (within an acceptable range) with the ratings determined by *GOLD*® developers. Inter-rater Reliability certification is neither designed nor intended to evaluate teacher performance. Its purpose is to support a teacher's ability to make accurate assessment decisions. While there is no time limit, on average, teachers spend two hours to complete the IRR certification. Similarly, *GOLD*® is an observational tool and not a timed assessment. However, in the fall of 2020, teachers in the state of Colorado who assessed students through the Results Matter license averaged 1.71 hours entering the *GOLD*® assessment ratings during the fall Checkpoint period.

11.4 Tool supports users to make connections between assessment data, standards, curriculum, and their practice.
   A. Evidence of training objectives or activities designed to link assessment results to standards, curriculum and teaching practices.

Tool	Reviewers Notes	Vendor Response
COR	How does the tool link assessment results to the standards and curriculum.	No response from the vendor