REAL

Riverside Early Assessments of Learning
by Bruce A. Bracken, Ph.D.

K Readiness

A Breakthrough in Early Childhood Assessment for Kindergarten Readiness

The *Riverside Early Assessments of Learning*™ *(REAL*™*)* is a comprehensive authentic assessment suite designed to ensure school readiness, as well as provide reliable information for effective planning and targeted daily instruction. *REAL* takes learning assessment to a new level, charting developmental and academic growth for Kindergarten readiness from **birth to age 7 years 11 months**.

REAL, a research-based assessment tool, was developed by Bruce A. Bracken, Ph.D., an expert in the field of Early Childhood Assessment. This platform includes:
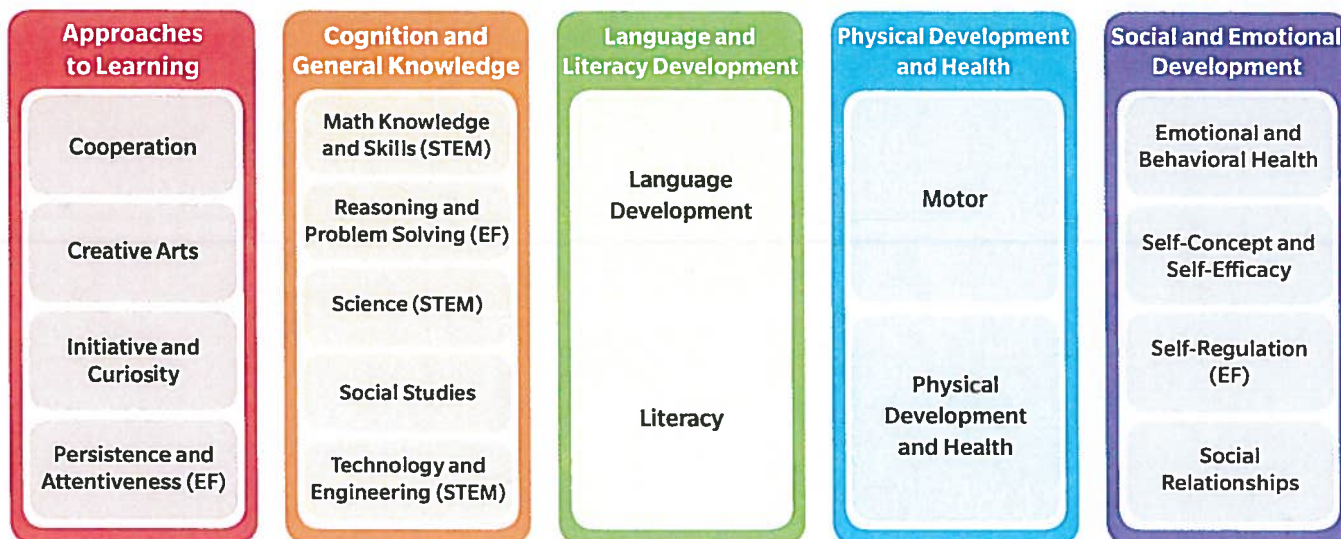
- **A dynamic online platform** that provides results instantly, giving teachers and parents a way to see how a child is functioning throughout the year, and dynamic reports to view development at the individual, classroom, building, district/agency, and state levels.

- **Simple and straightforward data administration** that allows you to create individualized instructional plans and chart a child's progress on key developmental and academic indicators to ensure growth or consider intervention.

- **Flexible and easy collection of observations, notes, and pictures** to build a portfolio of a child's accomplishments.

- **Comprehensive content** that addresses all areas of the Early Learning Standards ensuring Kindergarten Readiness.

- **Authentic assessment** through careful observation as children play, benefiting even the youngest of learners.
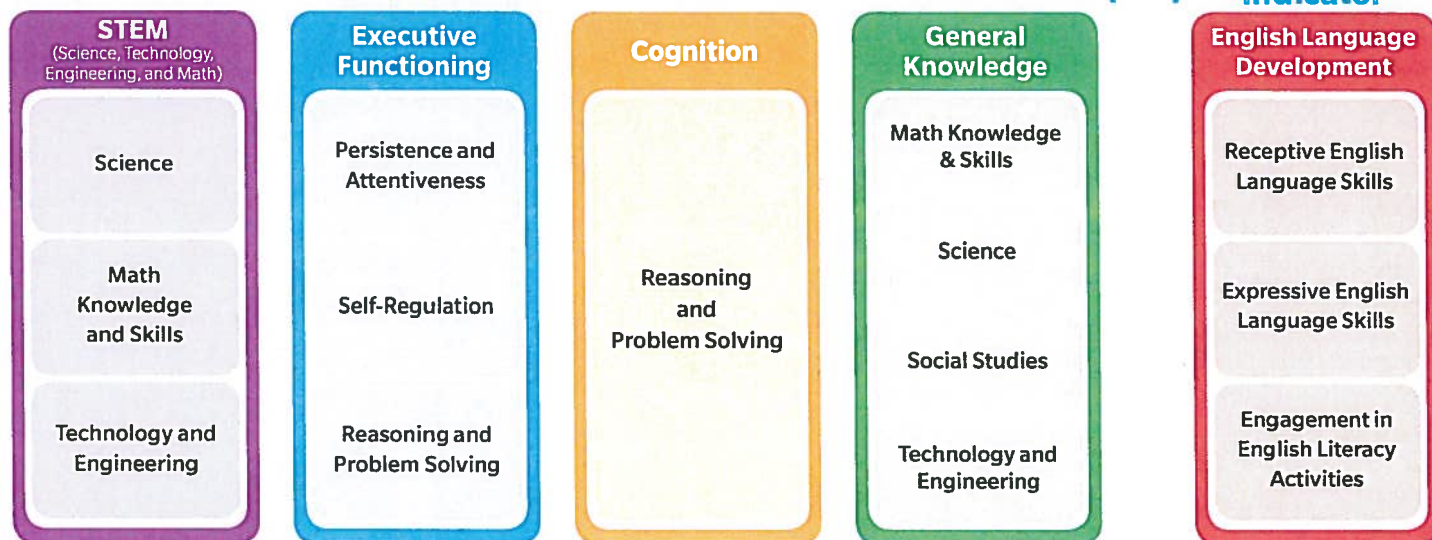
Kindergarten Readiness

- Addresses the Early Learning Standards

- Enables you to build a portfolio of observations, notes, and pictures

- Gauges progress towards key milestones important for school readiness

Kindergarten Readiness

Domains

Approaches to Learning
- Cooperation
- Creative Arts
- Initiative and Curiosity
- Persistence and Attentiveness (EF)

Cognition and General Knowledge
- Math Knowledge and Skills (STEM)
- Reasoning and Problem Solving (EF)
- Science (STEM)
- Social Studies
- Technology and Engineering (STEM)

Language and Literacy Development
- Language Development
- Literacy

Physical Development and Health
- Motor
- Physical Development and Health

Social and Emotional Development
- Emotional and Behavioral Health
- Self-Concept and Self-Efficacy
- Self-Regulation (EF)
- Social Relationships

Supplemental Clusters

STEM (Science, Technology, Engineering, and Math)
- Science
- Math Knowledge and Skills
- Technology and Engineering

Executive Functioning
- Persistence and Attentiveness
- Self-Regulation
- Reasoning and Problem Solving

Cognition
- Reasoning and Problem Solving

General Knowledge
- Math Knowledge & Skills
- Science
- Social Studies
- Technology and Engineering

Supplemental Indicator

English Language Development
- Receptive English Language Skills
- Expressive English Language Skills
- Engagement in English Literacy Activities

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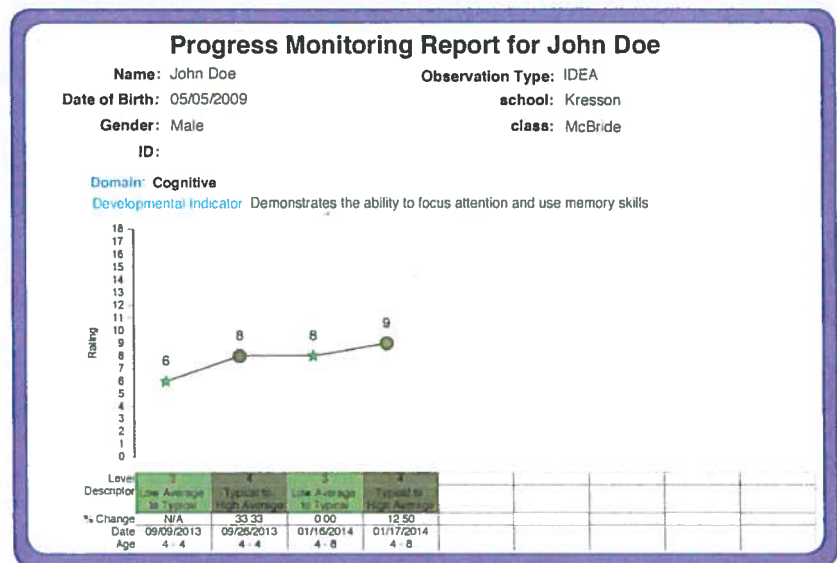
Houghton Mifflin Harcourt

A Breakthrough in Early Childhood Assessment

With the ***Riverside Early Assessments of Learning™ (REAL®)***, you have access to robust reporting options instantly at your fingertips. You can generate reports immediately after rating children, and report those results at the individual child and group levels. The many report options allow you to reach all audiences who are interested in one thing: a child's progress.

The Progress Monitoring Report

The Progress Monitoring Report displays results across several rating periods (checkpoints and/or progress monitoring) and is presented as a line graph. The user can clearly see the child's progress over time. The report also indicates the specific rating along with the associated developmental level (for HS and IDEA) or proficiency level (for KR).

Progress Monitoring Report for John Doe

Name:	John Doe	Observation Type:	IDEA
Date of Birth:	05/05/2009	school:	Kresson
Gender:	Male	class:	McBride
ID:			

Domain: Cognitive

Developmental Indicator: Demonstrates the ability to focus attention and use memory skills

Level Descriptor	2 Low Average to Typical	4 Typical to High Average	3 Low Average to Typical	4 Typical to High Average					
% Change	N/A	33.33	0.00	12.50					
Date	09/09/2013	09/26/2013	01/16/2014	01/17/2014					
Age	4 - 4	4 - 4	4 - 8	4 - 8					

The Child Performance Report

The Child Performance Report displays the ratings/performance for an individual child during a rating period (either checkpoint, or progress monitoring). It easily identifies a child's areas of strength and weakness.
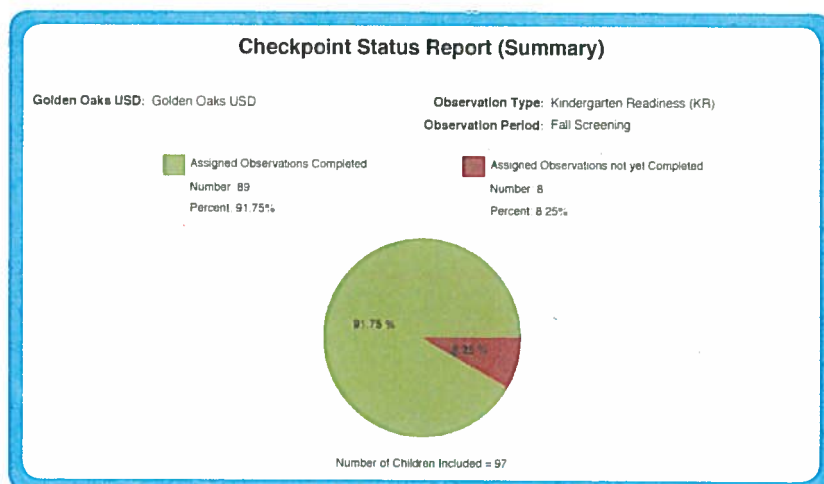
Performance Report for John Doe

Name:	John Doe	Observation Type:	Kindergarten Readiness (KR)
Date of Birth:	05/05/2009	Observation Date:	09/09/2013
Age:	4 years 4 months	Observation Period:	Fall
Gender:	Male	school:	Kresson
ID:		class:	McBride

Content: Domains > Subdomain > Developmental Indicator	Proficiency Level		Proficiency Level Descriptor
Cognition and General Knowledge		4	Typical to High Average
Reasoning and Problem Solving		4	Typical to High Average
Shows growing ability to recognize and understand problems, and draws on knowledge and experience to find solutions		2	Emerging
Seeks multiple solutions to questions, tasks, or problems		5	Very Advanced
Makes classifications and comparisons among objects		4	Typical to High Average
Makes cognitive connections across concepts and content areas		5	Very Advanced
Math Knowledge and Skills		4	Typical to High Average
Demonstrates understanding of shapes, their properties, and how they are related		2	Emerging
Sorts and classifies objects according to attributes		4	Typical to High Average

1

The Checkpoint Completion Status Report

The Checkpoint Completion Status report displays data in the form of a pie chart that shows an administrator which children, and what percentage of the children in a class/program, have already been rated. This allows administrators to send a reminder to the teachers/care providers as to which children still need to be rated before the checkpoint window ends.

Checkpoint Status Report (Summary)

Golden Oaks USD: Golden Oaks USD

Observation Type: Kindergarten Readiness (KR)
Observation Period: Fall Screening

Assigned Observations Completed
Number: 89
Percent: 91.75%

Assigned Observations not yet Completed
Number: 8
Percent: 8.25%

91.75 %
8.25 %

Number of Children Included = 97

The Family Report

The Family Report is written in a narrative format that explains **REAL** and the individual child's ratings so that the family/caregiver/teacher can clearly understand how the child has been rated. This report also identifies the current milestone achieved and the next milestone goal.

Family Report for John Doe

Name: John Doe
Date of Birth: 05/05/2009
Age: 4 years 4 months
Gender: Male
ID:

Observation Type: Head Start (HS)
Observation Date: 09/09/2013
Observation Period: Fall
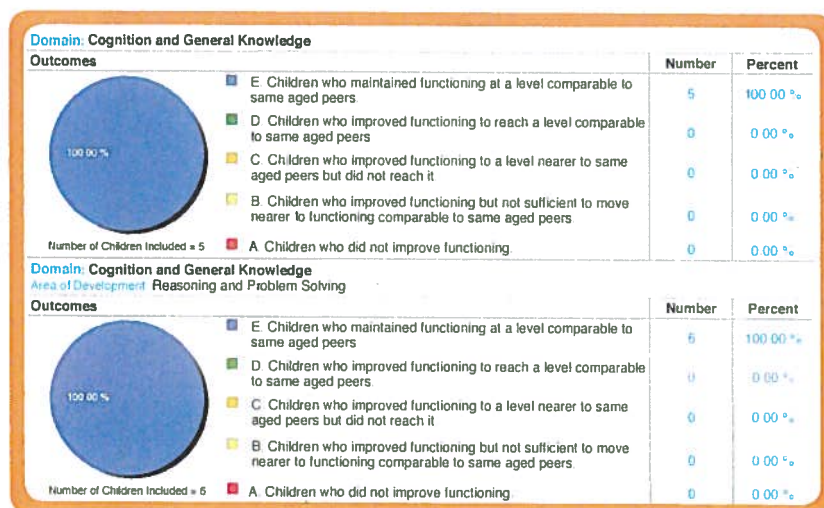school: Kresson
class: McBride

Overview

John was recently evaluated with the *Riverside Early Assessments of Learning (REAL)*. *REAL* is an instrument that was used to identify John's level of development across essential early childhood domains, including Social and Emotional Development, Orientation to Learning, Language and Literacy, Cognitive and General Knowledge, Physical Development and Health, and Technology and Engineering.

The scores provided in the table below are based on observations of John by a familiar adult. Scores are on a scale of 1 through 5, with 5 being the highest score and 1 being the lowest score. For each specific developmental indicator reported, John's current developmental milestone is reported along with the next developmental milestone towards which John should work.

Additional information on the domains measured by the instrument is provided below the table of scores.
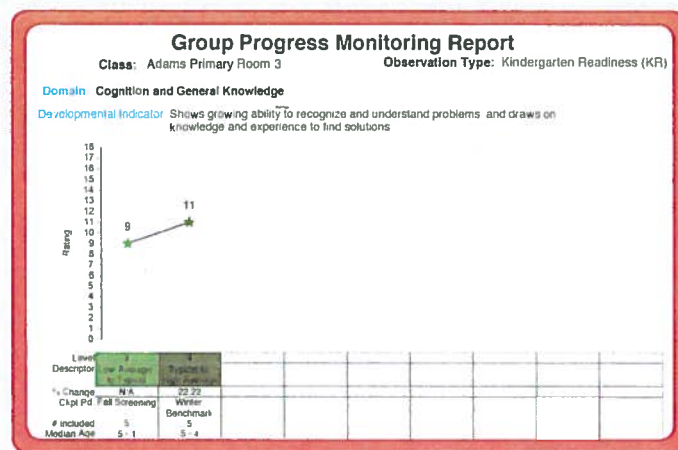
The Outcomes Report

The Outcomes Report allows users to see how the children are progressing relative to same age peers.

Domain: Cognition and General Knowledge

Outcomes		Number	Percent
	E. Children who maintained functioning at a level comparable to same aged peers	5	100.00 %
	D. Children who improved functioning to reach a level comparable to same aged peers	0	0.00 %
100.00 %	C. Children who improved functioning to a level nearer to same aged peers but did not reach it	0	0.00 %
	B. Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers	0	0.00 %
Number of Children Included = 5	A. Children who did not improve functioning	0	0.00 %

Domain: Cognition and General Knowledge
Area of Development: Reasoning and Problem Solving

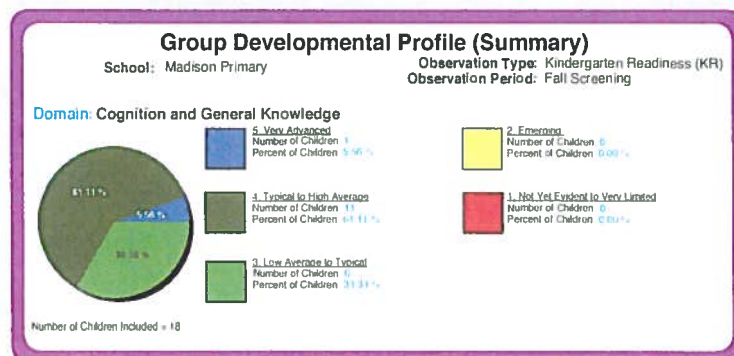| Outcomes		Number	Percent
	E. Children who maintained functioning at a level comparable to same aged peers	6	100.00 %
	D. Children who improved functioning to reach a level comparable to same aged peers	0	0.00 %
100.00 %	C. Children who improved functioning to a level nearer to same aged peers but did not reach it	0	0.00 %
	B. Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers	0	0.00 %
Number of Children Included = 6	A. Children who did not improve functioning	0	0.00 %

The Group Progress Monitoring Report

The Group Progress Monitoring Report displays results for a group of children across several rating periods (checkpoints and/or progress monitoring) and is displayed as a line graph. The user can clearly see the group's progress over time. The report also indicates the specific rating, along with the associated developmental level (for HS and IDEA) or proficiency level (for KR).

Group Progress Monitoring Report
Class: Adams Primary Room 3 — Observation Type: Kindergarten Readiness (KR)
Domain: Cognition and General Knowledge
Developmental Indicator: Shows growing ability to recognize and understand problems and draws on knowledge and experience to find solutions

The Group Profile Report

The Group Profile Report displays the ratings for groups of children. The data/ratings are displayed in the form of a pie chart, and the user can click on the sectors of the pie chart to see which children fall within each sector.

Group Developmental Profile (Summary)
School: Madison Primary — Observation Type: Kindergarten Readiness (KR)
Observation Period: Fall Screening
Domain: Cognition and General Knowledge

Present Levels and Goals/Objectives Report

The Present Levels and Goals/Objectives Report shows where students are in relation to other students of the same age. The report contains goals and objectives that can be included in an IEP or IFSP and is available in two formats: as a table of scores or as a narrative statement.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Content	Proficiency Level	Proficiency Level Descriptor
Cognition and General Knowledge	3	Low Average to Typical
Reasoning and Problem Solving	3	Low Average to Typical
Math Knowledge and Skills	3	Low Average to Typical
Science	3	Low Average to Typical
Social Studies	3	Low Average to Typical
Technology and Engineering	3	Low Average to Typical
Approaches to Learning	3	Low Average to Typical
Initiative and Curiosity	3	Low Average to Typical
Persistence and Attentiveness	3	Low Average to Typical
Cooperation	3	Low Average to Typical
Creative Arts	3	Low Average to Typical
Language and Literacy Development	3	Low Average to Typical
Language Development	3	Low Average to Typical

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