

**Applicant: High Scope Educational Research Foundation**

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**Part I: Application Introduction** No Points

**Part II: Application Materials and Documentation**

Section A: Minimum Requirements  Pass  Fail

Section B: Quality Indicators

Section C: Additional Preferred Attributes

**GENERAL COMMENTS**

**Strengths:**

- Content is strong, but limited to kindergarten.
- Straight forward, easy to use online platform.
- Based on authentic assessment. All developmental domains are assessed.
- Support materials are available.

**Weaknesses:**

- May need additional years of kindergarten data to demonstrate strength of the tool.
- Unclear if it can connect to preschool platform.
- Needs alignment to the Colorado Academic Standards.

**RECOMMENDATION:** Recommended   **X**   Not Recommended

## Selection Criteria and Evaluation Rubric

### Part I: Application Introduction

#### Cover Pages

Complete applicant information and include as the first pages of the application.

### Part II: Application Materials and Documentation

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be reviewed all minimum requirements in Section A must be addressed. An application that receives a score of No on any indicators in Section A will not be recommended.

Section A: Minimum Requirements	Yes	No
1) <b>The assessment tool has strong psychometric properties.</b> There is strong evidence to show that the assessment is valid and reliable as required by statute. Study methodology is sound.	X	
2) <b>The assessment tool assesses all of the statutorily required domains.</b> The assessment the areas of physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge.	X	
3) <b>The assessment tool enables districts to meet Colorado’s Kindergarten School Readiness Data Reporting Requirements.</b> The assessment can provide the number of students who demonstrate readiness characteristics of entering kindergartners in the required domains. The assessment can provide reports in aggregate for the district as a whole, and disaggregated by school, by free or reduced lunch eligibility status, race and ethnicity, and gender to meet <a href="#">Colorado’s Kindergarten School Readiness Data Reporting Requirements</a> .	X	
4) <b>The assessment tool is research-based.</b> The academic and developmental content assessed is based on child development and education research as required by statute.	X	
5) <b>The assessment tool promotes methods appropriate for young children.</b> The assessment: <ul style="list-style-type: none"> <li>• Is an appropriate combination of observational, authentic, and age-appropriate tasks;</li> <li>• Is completed by familiar adults;</li> <li>• Occurs in children’s everyday routines, activities, and places; and</li> <li>• Provides ongoing information to teachers to inform instruction.</li> </ul>	X	
6) <b>The system fully meets all applicable federal and state data privacy and security laws.</b> The assessment system meets Children’s Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA), Protection of Pupil Rights Amendment (PPRA), Uninterrupted Scholars Act Guidance, and Colorado’s student data transparency and security statute (Colorado Revised Statutes 22-16-101 et. al.).	X	
<b>Reviewer Comments:</b> 1.) Is the sample size large enough? 5% of the kids were special needs, 6% ELL. Is one year of data enough? Do they plan to do additional years of research? 2.) Physical development seems light. We did not see a table for their ‘Implementation Study’ (page 146) that would show how children scored. Measures are good, but just not a robust as we would like to see. Not much for 2 <sup>nd</sup> language learners.		
		<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

<b>Section B: Quality Indicators</b>	<b>Inadequate Not Addressed or Met No Criteria</b>  (information not provided)	<b>Minimal Met One Criterion</b>  (response requires additional clarification)	<b>Adequate Met Most Criteria</b>  (complete response, many need some additional clarification)	<b>High Met All Criteria</b>  (concise and thoroughly developed, high quality response)
1) <b>The assessment is aligned.</b> The assessment aligns with widely held expectations for learners. There is evidence of, or a potential for, alignment to the <a href="#">Colorado Academic Standards</a> and <a href="#">Colorado's Early Learning and Development Guidelines</a> . There is evidence of or a potential for, alignment to the <a href="#">Colorado READ Act approved assessments</a> .			X	
2) <b>The assessment increases opportunities to learn.</b> It is formative and ongoing. Reliable and valid use of the assessment informs instruction and intervention. It provides useful information for teachers and families. It yields information that can be used to inform continuous quality program improvement planning.			X	
3) <b>The assessment rating system is clear.</b> Assessment items and rating criteria are clear and coherent. There is readily available guidance to help teachers make accurate rating decisions.			X	
4) <b>The assessment allows for authentic based assessment strategies.</b> The use of performance based strategies is an integral element of the system, such as the use of portfolios, work samples to document children's knowledge and skills. The assessment permits the convergence of information from classroom team members, family members and other adults in the children's lives in order to inform rating decisions.				X
5) <b>The assessment system has features that make broad participation likely.</b> The assessment is affordable and easily accessible to any interested school. The assessment system is easy to learn and use. There is readily available guidance to support assessment system users. The system offers time saving features for teachers. It is feasible for administrators and teachers to sustain functional and reliable use.			X	
<b>Reviewer Comments:</b> 1) Aligned to Common Core State Standards; needs to be aligned to Colorado Academic Standards and Early Learning and Development Guidelines. 4.)Provides formative and on-going information for teachers; however, the application does not indicate information for families. No mention of work samples, but includes anecdotes. 5.)No mention of cost, and accessibility to interested schools. More specific information overall would have been helpful. TA hours are 8-5:30 eastern time.....difficult for Colorado teachers.				

<b>Section C: Additional Preferred Attributes</b>	<b>Inadequate Not Addressed or Met No Criteria</b>  (information not provided)	<b>Minimal Met One Criterion</b>  (response requires additional clarification)	<b>Adequate Met Most Criteria</b>  (complete response, many need some additional clarification)	<b>High Met All Criteria</b>  (concise and thoroughly developed, high quality response)
<b>1) The assessment system includes a method for ensuring quality use.</b> There are adequate opportunities for informal and formal access to professional development resources. Reliable use of the assessment can readily be gauged and quality use issues identified and addressed. The assessment system provides administrators with methods for monitoring completion and other indicators of quality use.			X	
<b>2) The system has the capability to build on assessment practices in use in Colorado preschool programs.</b>			X	
<b>3) The assessment increases opportunities for supporting alignment of assessment and instruction within the preschool through 3<sup>rd</sup> grade continuum.</b>		X		
<b>4) *For assessments with online functionality:</b> The assessment system has a secure high quality online system for recording electronic portfolio as well as entering assessment results. The online system has the capacity to produce real time readily accessible reports of assessment results that can be used by teachers and administrators to inform instruction and communicate with families. Technical support is available to users.			X	
<b>Reviewer Comments:</b> 1) Difficult to find some of this information 3) Unclear if it can it connect to preschool platform. This application is specific to kinder and does not go beyond to 1 <sup>st</sup> -3 <sup>rd</sup> grade.				