

Assessment Name: TS GOLD

Reviewers: Groups 1, 2 & 3

Colorado State Board of Education
Approved Menu of School Readiness Assessments

	Group 1	Group 2	Group 3
Level I: Minimum requirements	Pass	Pass	Pass
Level II: Quality indicators	26/27	24/27	26/27
Level III: How the Assessment Meets the Identified Criteria	8/9	9/9	8/9
TOTAL (all areas):	34/36	33/36	34/36

Average score: 33.7 out of 36 points

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

- Has the tools needed.
- Plentiful reports. Easy access to data, multiple methods for utilizing data.
- Currently used by all birth-age 5 Results Matter in CO with exception of one district and one program by choice.
- Includes a literature review in content areas.
- There is an on-line inter-rater reliability component.
- It has *Parent Central* (a resource for families).

Weaknesses:

- We would like to see a tighter alignment to the Colorado Academic Standards.
- Districts will have to provide time for teachers to complete the assessment system.
- It is relatively expensive.

Recommendations:

Recommended X

Not Recommended ___

Date September 24, 2012

School Readiness Assessment System Evaluation Rubric

The review process consists of a three level review. Any assessment that does not meet all of the criteria specified in the Level 1 review minimum requirements will not be considered for inclusion on the Colorado School Readiness Assessment Menu.

Level 1 Review – Minimum Requirements		
Criteria	Yes	No
<p>The assessment tool has strong psychometric properties. There is strong evidence to show that the assessment is valid and reliable. Study methodology is sound.</p>	3 of 3 groups	
<p>The assessment tool provides information about the “whole child”. The assessment addresses developmental as well as academic domains.</p>	3 of 3 groups	
<p>The assessment tool is research based. The academic and developmental content assessed is based on child development and education research.</p>	3 of 3 groups	
<p>The assessment tool is based on principles of authentic assessment. The assessment is observational, is completed by familiar adults and occurs in children’s everyday routines, activities and places.</p>	3 of 3 groups	

Level 2 Review – Quality Indicators

Criteria	0 Inadequate	1 Minimal	2 Adequate	3 High
<p>The assessment is aligned. The assessment aligns with widely held expectations for learners. There is evidence of, or a potential for, alignment to the Colorado Academic Standards. The assessment aligns with Colorado’s Early Learning and Development Guidelines.</p>			<p>Group 1</p> <p>Group 2</p>	<p>Group 3</p>
<p>The assessment increases opportunities to learn. It is formative and ongoing. Reliable and valid use of the assessment informs instruction and intervention.</p>			<p>Group 2</p>	<p>Group 1</p> <p>Group 3</p>
<p>The assessment has the potential to provide useful information to inform program improvement. It yields information that can be used to inform continuous quality program improvement planning.</p>			<p>Group 2</p>	<p>Group 1</p> <p>Group 3</p>
<p>The assessment rating system is clear. Assessment items and rating criteria are clear and coherent. There is readily available guidance to help teachers make accurate rating decisions.</p>			<p>Group 3</p>	<p>Group 1</p> <p>Group 2</p>
<p>The assessment allows for authentic based assessment strategies. The use of performance based strategies is an integral element of the system, such as the use of portfolios, work sampling and digital documentation of child 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.</p>				<p>Group 1</p> <p>Group 2</p> <p>Group 3</p>

<p>The assessment is fair and unbiased. The assessment requires a minimum of modifications/accommodations/adaptations for children with special needs, but allows such when needed. The assessment language and content is free from cultural, linguistic or other unintended bias.</p>				<p>Group 1 Group 2 Group 3</p>
<p>The assessment provides relevant and timely results. It yields growth data to measure change over time that informs the ongoing implementation of the individual school readiness plans.</p>				<p>Group 1 Group 2 Group 3</p>
<p>The assessment data can be aggregated for reporting purposes. It supports accountability reporting including annual reports to the state legislature and longitudinal study</p>				<p>Group 1 Group 2 Group 3</p>
<p>The assessment supports family participation and engagement. The assessment system content is accessible to families and provides ways for them to contribute to and benefit from the body of information gathered. The assessment process supports regular communication with families and the results assist families in supporting their child’s learning in environments beyond the classroom.</p>				<p>Group 1 Group 2 Group 3</p>

Level 3 Review – Additional Desired Attributes

Criteria	0 Inadequate	1 Minimal	2 Adequate	3 High
<p>The assessment system includes a method for ensuring quality use.</p> <p>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.</p>				<p>Group 1</p> <p>Group 2</p> <p>Group 3</p>
<p>The assessment system has features that make broad participation likely.</p> <p>The assessment is affordable and easily accessible to any interested school or early childhood program. The assessment system is easy enough to learn that it is feasible for administrators and teachers to sustain functional and reliable use. The system builds on what has already been established in the Results Matter implementation.</p>			<p>Group 1</p> <p>Group 3</p>	<p>Group 2</p>
<p>The assessment system includes the capacity for web-based data submission and generating web-based reports.</p> <p>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.</p>				<p>Group 1</p> <p>Group 2</p> <p>Group 3</p>