

Sample School ABC, Kindergarten, Class A



The *Early Years Evaluation - Teacher Assessment (EYE-TA)* provides a systematic framework teachers can use to structure their frequent observations and informal assessments in play-based learning environments.¹ It assesses children's development in five domains, which are consistent with frameworks set out by UNICEF and the US Congress:² *Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development*. The research has shown that the skills in these domains are related to children's literacy development and their success at school.^{3,4} The **EYE-TA** is a web-based assessment that can be completed by kindergarten or grade 1 teachers as part of their regular classroom practice.

Responsive Tiered Instruction (RTI)

Early identification followed by a tiered approach to instruction during the primary school years (kindergarten to grade 3) can substantially reduce the prevalence of reading failure.⁵ To achieve this, pre-schools, schools and school districts need a consistent and reliable approach to the early identification of children who are at risk of experiencing difficulties in learning to read. Results from the *Early Years Evaluation - Teacher Assessment* can be used to identify vulnerable children based on their levels of skill development. Children are classified into three categories consistent with a responsive, tiered approach to instruction.⁶ This is commonly called "Response-to-Intervention"; we prefer the term "Responsive Tiered Instruction" (RTI).

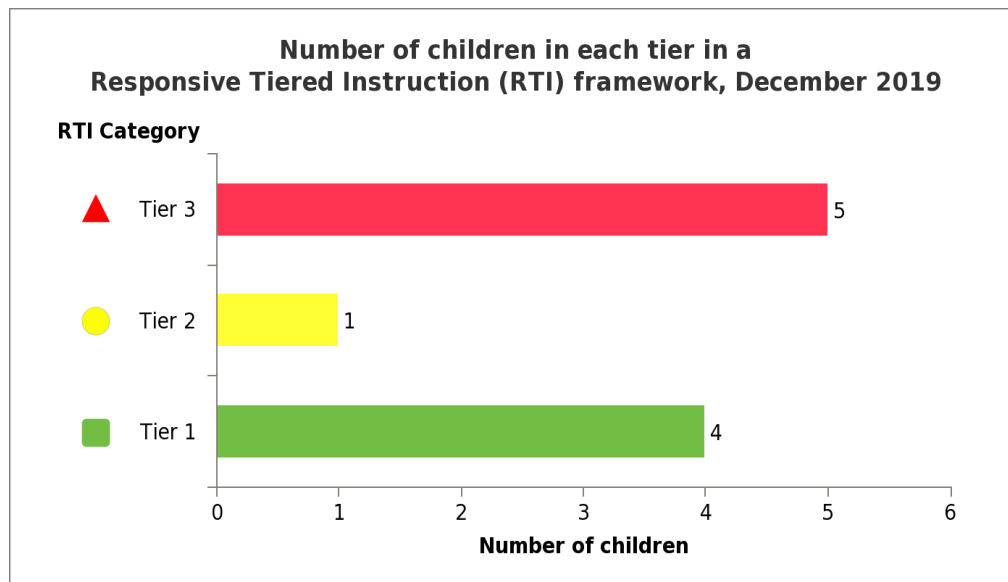
The RTI approach is an inclusive approach to meeting children's learning needs; it requires that **all** children receive Tier 1 instruction in the regular classroom. Tier 1 entails research-based, quality instruction using universal strategies and a variety of approaches. Children with Tier 2 learning needs also receive targeted, small group instruction that can be provided within or outside the classroom. Children with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs. For example, some well-known RTI models advocate that Tier 2 children should receive an additional 30 minutes of instruction per day in small groups, while Tier 3 children might receive two additional 30-minute periods of individualized instruction.⁵




References

1. Willms, J.D. (2009). Pre-schoolers benefit from new skills assessments. *Education Canada*, 49(5), 36-39.
2. Shepard, L., Kagan, S.L., & Wurtz, E. (1998). *Principles and recommendations for early childhood assessments*. Washington, DC: National Education Goals Panel.
3. Aouad, J., & Savage, R.S. (2009). The component structure of pre-literacy skills: Further evidence for the Simple View of Reading. *Canadian Journal of School Psychology*, 24(2), 183-200.
4. Schatschneider, C.F., Fletcher, J., Francis, D., Carlson, C., & Foorman, B. (2004). Kindergarten prediction of reading skills: A longitudinal comparative analysis. *Journal of Educational Psychology*, 96(2), 265-282.
5. Torgesen, J.K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. *American Educator*, 22, 32-39.
6. Dickson, S., & Bursuck, W. (1999). Implementation of a model for preventing reading failure: A report from the field. *Learning Disabilities Research and Practice*, 14(4), 191-202.

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Our longitudinal research shows that children’s EYE-TA scores in kindergarten are strongly related to their reading outcomes at age 8 or 9. **The EYE-TA measures of Cognitive Skills and Language and Communication are the strongest predictors**, followed by Fine Motor skills, Awareness of Self and Environment, Social Skills and Approaches to Learning. Thus, we can use the EYE-TA data to discern which children are most likely to require extra support developing their reading skills during the primary school years. The figure below shows the results for the kindergarten children in your classroom (Class A).



Interpretation of Assessment Results			
Developmental Level	Score Range	Responsive Tiered Instruction (RTI) Category	Recommendation
 Appropriate Development	2 to 3	1	Quality classroom instruction: continue high quality classroom instruction and monitor child’s progress
 Experiencing Some Difficulty	>= 1, less than 2	2	Quality classroom instruction plus targeted, small-group instruction: continue high quality classroom instruction, monitor progress and provide additional support to targeted areas of difficulty.
 Experiencing Significant Difficulty	>= 0, less than 1	3	Quality classroom instruction plus individualized instruction: continue high quality classroom instruction, monitor progress and provide individualized instruction to meet the child’s learning needs.
N/C (Not Complete): the child did not complete enough items in a domain to provide a result, or in the case of RTI categories, the child was missing data for two or more domains.			
No single assessment can provide a comprehensive view of children's emergent skills. Results should be considered in the context of ongoing teacher evaluation and children's responsiveness to tiered instruction.			

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Child	Domain						Responsive Tiered Instruction (RTI) Category	Age
	Awareness of Self and Environment	Social Skills and Approaches to Learning	Cognitive Skills	Language and Communication	Physical Development			
					Fine Motor	Gross Motor		
Eight, Sample Child	● 1.25	■ 2.75	■ 3.00	■ 3.00	● 1.60	■ 2.40	■ 1	5 yr 9 mo
Five, Sample Child	■ 2.00	■ 2.88	■ 3.00	■ 3.00	■ 2.00	■ 2.80	■ 1	5 yr 9 mo
Four, Sample Child	● 1.88	■ 2.88	■ 3.00	■ 3.00	■ 2.60	■ 2.40	■ 1	5 yr 9 mo
Nine, Sample Child	● 1.88	■ 2.75	■ 2.38	■ 2.63	■ 2.20	■ 2.80	■ 1	5 yr 9 mo
One, Sample Child	■ 2.38	■ 2.00	■ 2.13	● 1.00	■ 2.40	■ 2.40	● 2	5 yr 9 mo
Seven, Sample Child	■ 2.00	● 1.63	● 1.50	▲ 0.88	● 1.80	■ 2.20	▲ 3	5 yr 9 mo
Six, Sample Child	● 1.50	● 1.63	● 1.00	● 1.25	● 1.80	● 1.20	▲ 3	5 yr 9 mo
Ten, Sample Child	● 1.13	● 1.50	▲ 0.88	▲ 0.75	■ 2.00	▲ 0.60	▲ 3	5 yr 8 mo
Three, Sample Child	● 1.63	● 1.25	▲ 0.50	▲ 0.75	● 1.60	● 1.40	▲ 3	5 yr 9 mo
Two, Sample Child	● 1.88	● 1.38	▲ 0.63	● 1.00	● 1.80	● 1.20	▲ 3	5 yr 9 mo

Numerical scores for each domain and sub-domain range from 0 to 3, and indicate the average score for the items in the domain.

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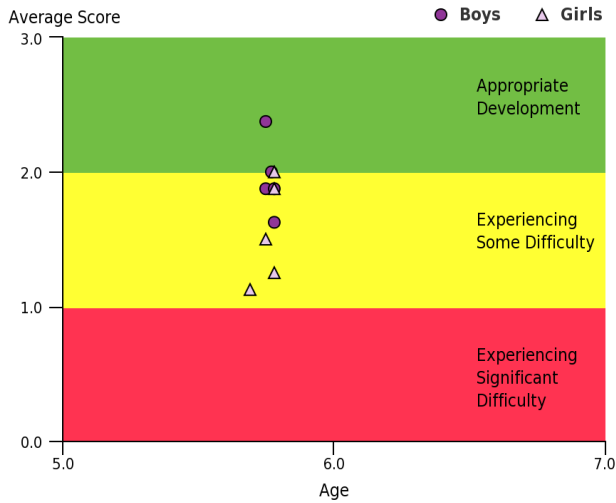
The following children had Tier 2 or Tier 3 learning needs based on the assessment data:

Child	Domain						Responsive Tiered Instruction (RTI) Category	Age
	Awareness of Self and Environment	Social Skills and Approaches to Learning	Cognitive Skills	Language and Communication	Physical Development			
					Fine Motor	Gross Motor		
One, Sample Child				● 1.00			● 2	5 yr 9 mo
Seven, Sample Child		● 1.63	● 1.50	▲ 0.88	● 1.80		▲ 3	5 yr 9 mo
Six, Sample Child	● 1.50	● 1.63	● 1.00	● 1.25	● 1.80	● 1.20	▲ 3	5 yr 9 mo
Ten, Sample Child	● 1.13	● 1.50	▲ 0.88	▲ 0.75		▲ 0.60	▲ 3	5 yr 8 mo
Three, Sample Child	● 1.63	● 1.25	▲ 0.50	▲ 0.75	● 1.60	● 1.40	▲ 3	5 yr 9 mo
Two, Sample Child	● 1.88	● 1.38	▲ 0.63	● 1.00	● 1.80	● 1.20	▲ 3	5 yr 9 mo

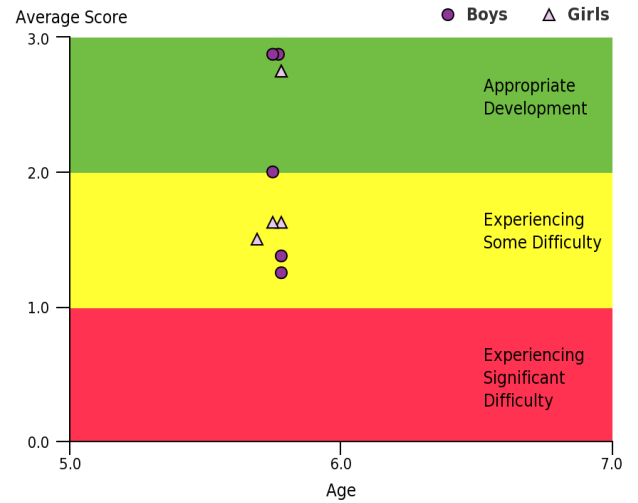
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Classroom Profile

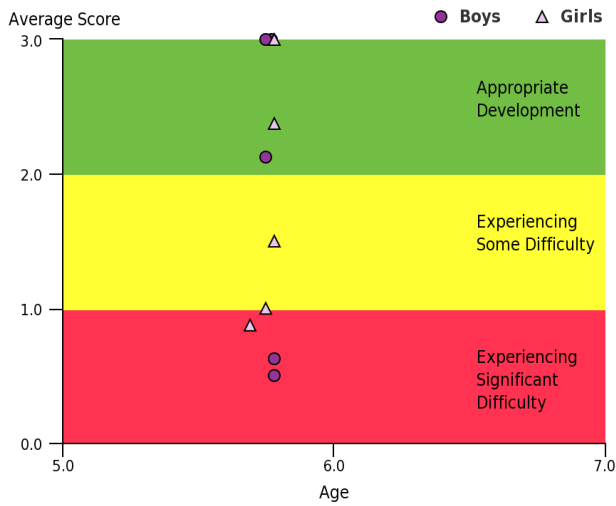
Awareness of Self and Environment



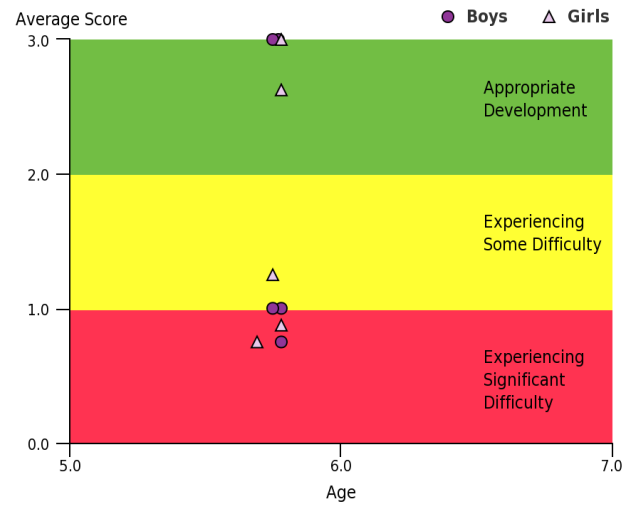
Social Skills and Approaches to Learning



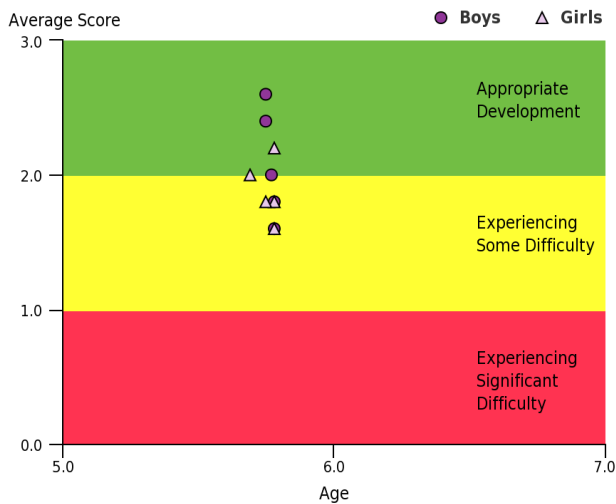
Cognitive Skills



Language and Communication



Physical Development - Fine Motor



Physical Development - Gross Motor

