

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}

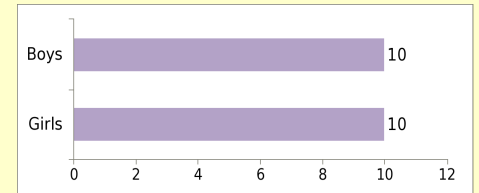
The *EYE-TA* is a web-based assessment that can be completed by kindergarten or first grade teachers as part of their regular classroom practice.

Demographic Profile

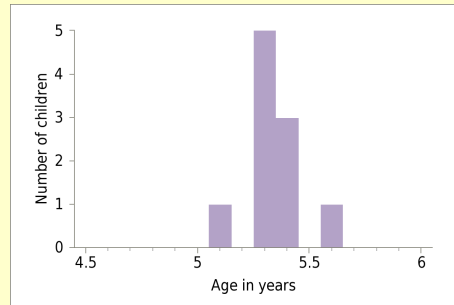
Assessment Period:	1 Dec, 2019 - 18 Dec, 2019
Number of participating teachers:	2
Number of participating classrooms:	2
Average age on September 1st:	5.33
Boys:	5.41
Girls:	5.24

Number of children assessed: 20

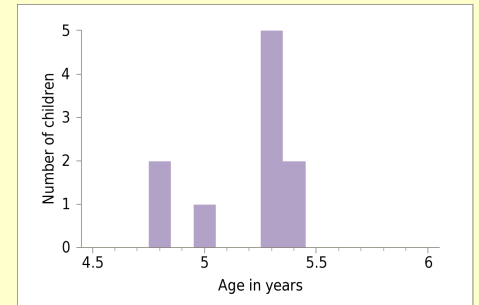
Breakdown of boys and girls



Boys - Age on September 1st



Girls - Age on September 1st



Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

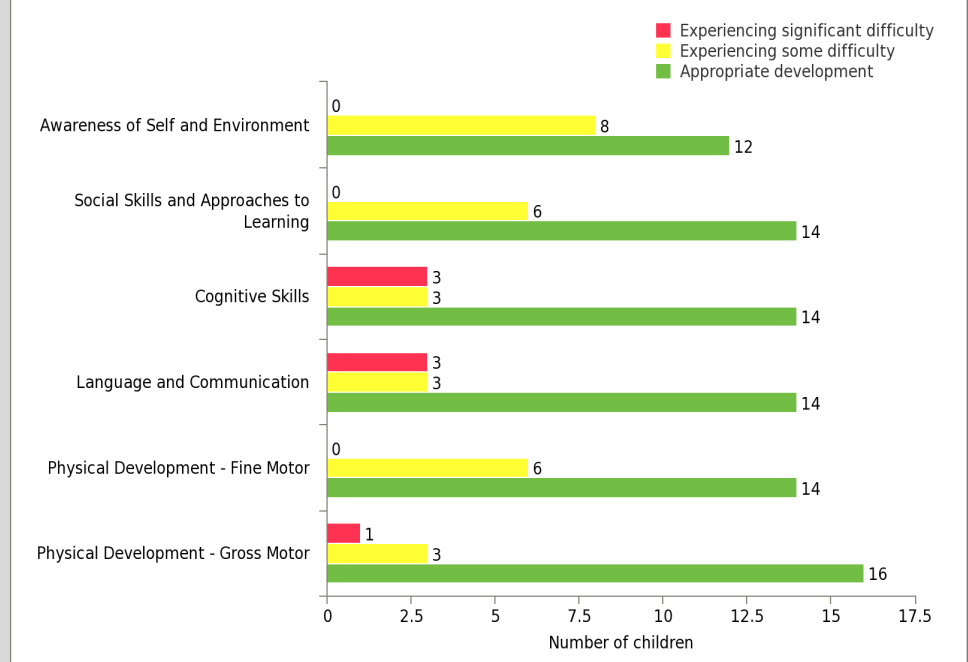
Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development

Fine motor - a child's ability to perform small movements that require hand-eye coordination.

Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

Overview of EYE-TA Results, 1 Dec, 2019 - 18 Dec, 2019

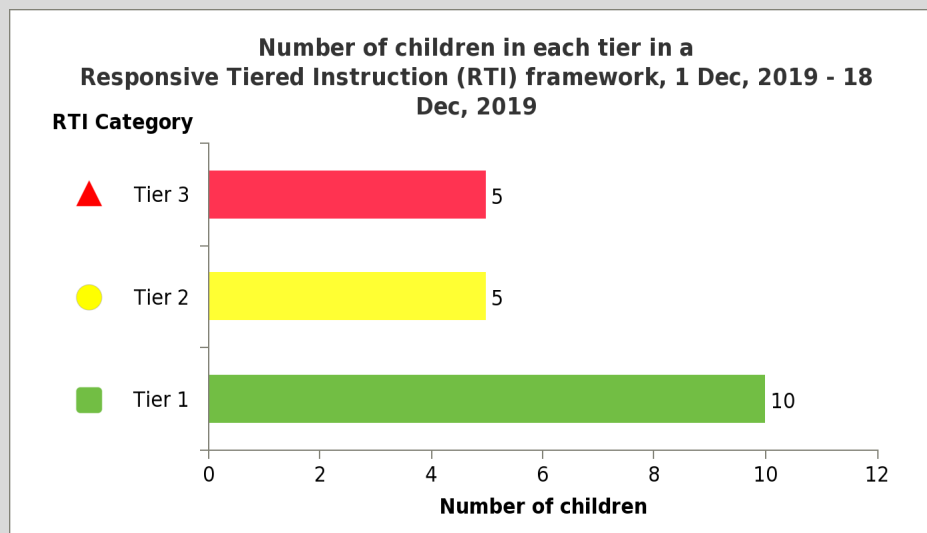


Responsive Tiered Instruction (RTI)

Early identification followed by a tiered approach to instruction during the primary school years (kindergarten to third grade) 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 children with Tier 2 Learning needs should receive an additional 30 minutes of instruction per day in small groups, while children with Tier 3 Learning needs might receive two additional 30-minute periods of individualized instruction.⁵

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, and 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 Sample School ABC based on the 1 Dec, 2019 - 18 Dec, 2019 data.



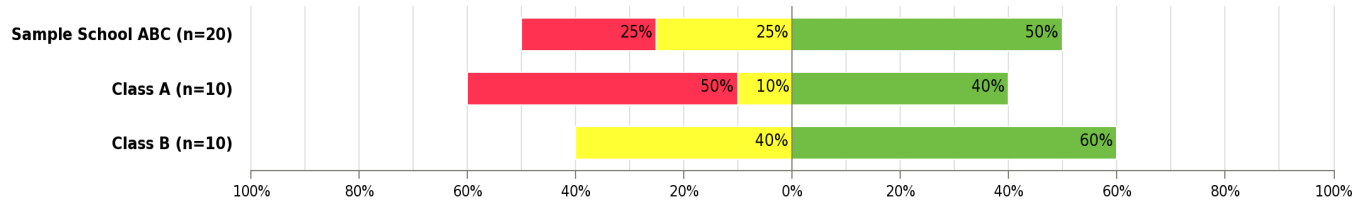
References

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.

Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework

Classrooms are sorted in ascending order by the percentage of children in Tier 1

- Tier 1 (requires quality classroom instruction)
- Tier 2 (requires quality classroom instruction plus targeted, small-group instruction)
- Tier 3 (requires quality classroom instruction plus individualized instruction)



Results for each participating classroom: Percentage

Classroom	Domain														Responsive Tiered Instruction (RTI) Category													
	Awareness of Self and Environment				Social Skills and Approaches to Learning				Cognitive Skills				Language and Communication					Physical Development										
	Fine Motor		Gross Motor		Fine Motor		Gross Motor		Fine Motor		Gross Motor		Fine Motor		Gross Motor													
▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =					
Class A	0%	70%	30%	10	0%	50%	50%	10	30%	20%	50%	10	30%	30%	40%	10	0%	50%	50%	10	10%	30%	60%	10	50%	10%	40%	10
Class B	0%	10%	90%	10	0%	10%	90%	10	0%	10%	90%	10	0%	0%	100%	10	0%	10%	90%	10	0%	0%	100%	10	0%	40%	60%	10
All participating classrooms	0%	40%	60%	20	0%	30%	70%	20	15%	15%	70%	20	15%	15%	70%	20	0%	30%	70%	20	5%	15%	80%	20	25%	25%	50%	20

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	1	Quality classroom instruction
Experiencing some difficulty	●	2	Quality classroom instruction plus targeted, small-group instruction
Experiencing significant difficulty	▲	3	Quality classroom instruction plus individualized instruction

Note: Sample size (n=) may vary across domains and the RTI breakdown for each classroom. Domain sample size represents the number of children with enough completed items to generate a domain score. RTI category sample size represents the number of children with enough domain scores to calculate their RTI category.

Results for each participating classroom: Number

Classroom	Domain														Responsive Tiered Instruction (RTI) Category													
	Awareness of Self and Environment				Social Skills and Approaches to Learning				Cognitive Skills				Language and Communication				Physical Development											
	Fine Motor		Gross Motor		Fine Motor		Gross Motor		Fine Motor		Gross Motor		Fine Motor		Gross Motor													
▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =									
Class A	0	7	3	10	0	5	5	10	3	2	5	10	3	3	4	10	0	5	5	10	1	3	6	10	5	1	4	10
Class B	0	1	9	10	0	1	9	10	0	1	9	10	0	0	10	10	0	1	9	10	0	0	10	10	0	4	6	10
All participating classrooms	0	8	12	20	0	6	14	20	3	3	14	20	3	3	14	20	0	6	14	20	1	3	16	20	5	5	10	20

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
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