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Early Childhood Assessment Requirements
Prekindergarten through Grade 2

Objectives

1. Understand the importance of implementing early childhood instruments for PK–2 students.
2. Become familiar with the specific requirements for prekindergarten, kindergarten, grade 1, and grade 2.
3. Gain knowledge on the early reading indicator code and its significance in identifying students eligible for accelerated reading instruction.
4. Explore dyslexia screening requirements for kindergarten and grade 1, including screening criteria and available tools.
5. Address frequently asked questions (FAQs) related to PK–2 early childhood instrument administration requirements to provide clarity and additional information.

Purpose of Early Childhood Instruments

Early childhood instruments in Texas play a vital role in supporting student development and fostering positive educational outcomes.

These instruments serve multiple purposes:

Measure Progress

Inform Instruction

Comply with Statute

Guide Decisions

Statutory Requirements – Overview

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Prekindergarten

- **Texas Education Code (TEC) §29.153**
  - Progress Monitoring Tool Selection
- **Texas Administrative Code (TAC) §102.1003**
  - Progress Monitoring Administration Requirements

Kindergarten

- **TEC §28.006 (c-2)**
  - Reading Instrument Administration Requirement
- **TEC §28.006 (d)(2)**
  - Parent Notification
- **TEC §28.006 (g)**
  - Early Reading Indicator and Support
- **TEC §38.003**
  - Dyslexia Screening Requirements

Grade 1

- **TEC §28.006 (c)**
  - Reading Instrument Administration Requirement
- **TEC §28.006 (d)(2)**
  - Parent Notification
- **TEC §28.006 (g)**
  - Early Reading Indicator and Support
- **TEC §38.003**
  - Dyslexia Screening Requirements

Grade 2

- **TEC §28.006 (c)**
  - Reading Instrument Administration Requirement
- **TEC §28.006 (d)(2)**
  - Parent Notification
- **TEC §28.006 (g)**
  - Early Reading Indicator and Support

Overview of Texas' Early Childhood Education Assessment Requirements

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Requirements, Tools, and Purpose for Prekindergarten through Grade 2 that support Data-Driven Decisions and the Assessment Instructional Cycle

Prekindergarten	Kindergarten	Grade 1	Grade 2
Collect beginning-of-year (BOY), middle-of-year, and end-of-year (EOY) progress on five required domains from list of Commissioner-approved instruments	Administer a BOY reading instrument from list of Commissioner-approved instruments and EOY dyslexia screener	Administer a BOY reading instrument from list of Commissioner-approved instruments and a dyslexia screener by January 31st	Administer a BOY reading instrument from list of Commissioner-approved instruments
Tools: Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments	Tools: Commissioner Approved Kindergarten Reading Instruments *dyslexia screeners are not required to be commissioner approved*	Tools: Commissioner-Approved Grades 1-2 Reading Instruments **OR** Alternate Chosen by District Level Committee	Tools: Commissioner-Approved Grades 1-2 Reading Instruments **OR** Alternate Chosen by District Level Committee
Purpose • Enables reporting of Prekindergarten Assessment Results for the state and school systems • Enables for the evaluation of prekindergarten programs	Purpose • Enables reporting of Kindergarten Readiness percentage for the state and school systems • Enables data collection for the PEIMS Early Reading Indicator and Dyslexia Risk Code	Purpose Enables data collection for the PEIMS Early Reading Indicator and Dyslexia-Risk Code	Purpose Enables data collection for the PEIMS Early Reading Indicator

Why do we have to use Commissioner-approved instruments?

Commissioner-approved instruments are instruments that have been vetted and approved by the Texas Education Agency through a rigorous process to ensure they meet set standards regarding reliability, validity, and alignment to the Texas Essential Knowledge and Skills (TEKS) or Texas Prekindergarten Guidelines.

TEA uses these instruments to:

Provide valuable data to gauge student learning and outcomes at the state, district, and school level to drive decision-making

Maintain consistent, high-quality assessment practices across all local education agencies

Support the professional development of school systems, regional service centers, and educators

The Importance of Commissioner-Approved Instruments in Instruction

Data-Driven Decision Making
Allow stakeholders to leverage data to inform instruction and teaching strategies

Early Intervention
Allow the school and local education agency to address identified student challenges promptly to support student learning

Targeted Instruction
Allow educators to customize instruction to meet individual student needs

Improve student outcomes and foster lifelong learning

Prekindergarten Requirements

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REQUIRED

Progress monitoring using a commissioner-approved instrument in the five required domains for 4-year-old prekindergarten students **must** be done at the **beginning**, *middle¹*, and **end of the year**

¹ – New requirement: 19 TAC §102.1003(c)(1) – effective 6/9/24

- ☐ **Emergent Literacy Reading**
- ☐ **Emergent Literacy Writing**
- ☐ **Emergent Literacy Language and Communication**
- ☐ **Health and Wellness**
- ☐ **Mathematics**

Prekindergarten

CIRCLE Progress Monitoring by CLI
offered at no cost to LEAs

COR Advantage by HighScope Educational Research Foundation

CPALLS+STEM by CLI
(administered through TANGO Software)

Frog Street Assessment by Frog Street

GOLD by Teaching Strategies, LLC

LION for Prekindergarten by Liberty Source

What progress monitoring data are LEAs required to submit for 4-year-olds?

Administration of Progress Monitoring Instrument

Beginning-of-Year in required 5 domains

=

Required to Submit to the State through ECDS

Middle-of-year in required 5 domains
(19 TAC §102.1003(c)(1) – effective 6/9/24)

=

Not Required to Submit to the State through ECDS

End-of-year in required 5 domains

=

Required to Submit to the State through ECDS

Progress Monitoring Differences for PK3 and PK4

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Districts and open-enrollment charters **are not required to administer or collect student progress data in stand-alone PK3** classrooms.

If a district or open-enrollment charter conducts student progress monitoring with its eligible three-year-old students using an appropriate tool from the commissioner's list, the BOY and EOY data should be submitted into the ECDS annually.

Pre-K Student Progress Monitoring

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For mixed classrooms (PK3 with PK4), implement developmentally appropriate progress monitoring for 3-year-olds. **Adjust or exclude 3-year-olds as needed.** The BOY and EOY data should be submitted into the ECDS annually for those 3-year-olds that are progress monitored.

Districts and open-enrollment charters with mixed PK classrooms are **still required to meet reporting requirements for 4-year-olds.**

As part of the required family engagement plan, school systems are *encouraged* to provide families with progress monitoring updates that address all five required domains at least three times a year.

Kindergarten Requirements

Kindergarten

TEXAS **Kindergarten** Entry Assessment

TX-KEA by Children's Learning Institute (CLI)

mCLASS® ★ TEXAS

mCLASS Texas by Amplify

As defined in TEC §28.006 (c-2), school systems must administer a beginning of year (BOY) reading instrument using one of the two free, Commissioner-approved instruments listed.

Kindergarten BOY Reading Instrument Administration Information

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Kindergarten BOY Reading Instrument Requirements

- School systems report BOY reading instrument data to TEA through ECDS for all students enrolled in kindergarten

- Kindergarten readiness scores are calculated using this data and are published through TPEIR

- School systems also use this information to submit their Early Reading Indicator code information through PEIMS

As outlined in TEC §28.006(d)(2), families must be notified of the BOY reading instrument results in writing within **60 days of administration**.

Grade 1 and 2 Requirements

Grades 1 and 2 Instrument Administration Requirements

As defined in TEC §28.006 (c), school systems must administer a beginning of year (BOY) reading instrument using one of the free, Commissioner-approved instruments listed **OR** using an alternate reading instrument selected by a district-level committee.

Grades 1 and 2

TPRI Early Reading Assessment

tejas·LEE on CLI·engage
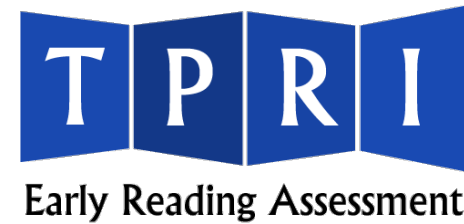
TPRI/Tejas Lee by CLI

mCLASS® ★TEXAS

mCLASS Texas by Amplify

Alternate chosen by District-Level Committee

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As outlined in TEC §28.006(d)(2), families must be notified of the BOY reading instrument results in writing within **60 days of administration**.

Available Publisher Information for Grades K–2

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Publisher information detailing the following can be found on our website:

- ❑ Assessment Purpose
- ❑ Reporting
- ❑ Progress Monitoring
- ❑ Instructional Supports
- ❑ Family Supports
- ❑ Dyslexia Screening

- ❑ Accommodations
- ❑ Remote Administration
- ❑ Adoption Process
- ❑ Contact Information
- ❑ Training

Early Reading Indicator (ERI) Code

The ERI code assists districts in determining a student's eligibility for accelerated reading instruction to achieve their literacy goals, as outlined in TEC §28.006 (g)

- *These students should receive accelerated instruction throughout the year and be monitored closely*

- ERI codes are submitted to PEIMS twice a year
  - Refer to the calendars on our webpage for a calendar of key dates
  - **For Fall Submission:** report reading status based on the Beginning of Year reading instrument results
  - **For Summer Submission:** report reading status based on the latest reading instrument results available for the student
- Although the code is based on the results from the administered reading instrument, **school systems have the flexibility to consider formative data** collected by teachers in addition to the results.

Dyslexia Screening Requirements

Dyslexia Screening Criteria:

- Kindergarten
  - Students screened at EOY for dyslexia
  - MUST assess the following:
    - Letter Sound Knowledge **OR** Letter Naming Fluency
    - Phonological Awareness

- Grade 1:
  - Students must be screened by **January 31st** for dyslexia
  - **MUST** assess the following:
    - Word Reading Accuracy **OR** Fluency
    - Phonological Awareness

Available Tools:

- TX-KEA
  - English and Spanish
  - For kindergarten students **only**
- mCLASS Texas by Amplify!
  - English and Spanish
- Texas Primary Reading Inventory (TPRI) by CLI
  - English
- Tejas LEE
  - Spanish
- Any tool selected by a district-level committee as per TEC §28.006(b) that meets Dyslexia Handbook guidance

Frequently Asked Questions

Q: Can I use a tool that is not on the Commissioner's list for PK progress monitoring?

- A: **No**, tools used for reporting purposes must be from the Commissioner's List of Approved Progress Monitoring Instruments as this is a statutory requirement.

Q: Am I required to progress monitor my 3-year-old prekindergarten students?

- A: Monitoring can be adjusted or excluded for 3-year-olds at the school system's discretion. Monitoring **may not** be adjusted for 4-year-old students.

FAQ

Q: Can I use a kindergarten tool that is not one of the two Commissioner-approved reading instruments (TX-KEA or mCLASS TX)?

- A: **No**, tools used for reporting purposes must be from the Commissioner's List of Approved Reading Instruments as this is a statutory requirement.

Q: When do I have to administer the beginning-of-year reading instruments?

- A: It is recommended that students are administered the kindergarten instrument within the first 60 days of school so that resulting data can be used for instructional purposes.

FAQ

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Q: Can teachers consider formative data in addition to the administered reading instrument for the early reading indicator code?

- A: Yes, teachers have the flexibility to consider formative data collected in addition to the data from the administered reading instrument when determining each child's early reading indicator code.

FAQ

Q: Am I required to use a commissioner-approved instrument for the required dyslexia screening in kindergarten and grade 1?

- A: Commissioner-approved reading instruments include aligned dyslexia screening elements. These free tools meet the dyslexia screener requirements outlined in the Dyslexia Handbook; **however, they are not required to be used by school systems to fulfill dyslexia screener requirements**.

Q: How should dyslexia screening be conducted for grade 2 students?

- A: While not required, dyslexia screening may be used if necessary for grade 2 students. School systems must follow the Dyslexia Handbook guidance.

- **To the Administrator Addressed Letter Outlining Required Implementation of Early Childhood Instruments**
- **Downloadable Calendars and One-Pagers**
- **Early Learning Assessments web pages**

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Need specialized support?

Schedule a 30-minute support session with EC Assessments!

Ask us questions: **TEA - Early Childhood Education Division**

ECE Support Portal

Thank you!