

Early Childhood Measurement and Evaluation Tool Review

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Early Years Evaluation–Teacher Assessment

Measurement Areas:

The Early Years Evaluation is comprised of two complementary instruments: the EYE-Teacher Assessment (TA) and the EYE-Direct Assessment (DA). *This tool review describes Early Years Evaluation–Teacher Assessment only.* Early Years Evaluation -Teacher Assessment is a skill-based assessment tool designed to assess skills of 3 - 6 year old children. It assesses five domains related to readiness to learn at school and readiness to learn to read.

1. Physical Development
2. Awareness of Self and Environment
3. Social Skills, Behaviour, & Approaches to learning
4. Cognitive Skills
5. Language and communication

Purpose:

The EYE - TA provides results that can be used both at the community and the individual level. At the community level, the EYE - TA's results can be used to make comparisons among communities or to make longitudinal comparisons for the same community over time. Whereas at the individual level, the EYE - TA results can determine which children should receive further assessment. Generally the EYE-TA is designed to:

- Assess learning needs of students upon entry into kindergarten.
- Provide a baseline for assessing learning gains during the first few years of elementary school.
- Identify students who are experiencing difficulty and who may be in need of close monitoring and/ or further assessment.
- Monitor the early childhood outcomes of a school, community, province or state.

Length and Structure:

The EYE-TA should be completed by the kindergarten teacher in the fall (4-6 weeks after the beginning of the school year). The measure contains 55 items and takes about 10 to 25 minutes per child based on classroom structure and teacher preferences. Each item in the EYE-TA is answered on a 4-point scale. The EYE-Teacher Assessment results are entered in an on-line data entry system at <https://www.ksiresearch.com/eye/index.php>.

There are two types of on-line rating: rating-by-child (i.e., completing all 55 items for the first child, and then moving on to the second child, etc.) or rating-by-item (i.e., rating every child on the first item, and then moving on to the second item, etc.). Shortly after entering data to the on-line database, teachers receive two types of reports: a class report with color coded scores for each student and a class profile containing categories of performance by gender.

Materials:

All training materials, the assessment check lists and guides/test plates for EYE-TA are available online. In order to access the on-line scale contacting the EYE website or Canadian Research Institute for Social Policy (CRISP) is recommended. Costs for administration of the EYE-Teacher Assessment are as follows:

Number of administrations	Cost
Less than 250	\$9.00 per administration
251 – 500	\$8.00 per administration
501 – 1000	\$7.00 per administration
1001 – 2000	\$6.00 per administration
2001+	\$5.00 per administration

It is recommended that before completing the EYE-TA online, teachers review a paper version of the EYE-TA and become familiar with the test items. The online program is designed in a way that can be completed over 4 to 5 days.

Accessibility:

The EYE-TA is available both in English and French. There is currently a pilot being conducted for Mandarin and Spanish populations.

Administration, Scoring, and Interpretation:

The EYE-TA is a teacher rating scale and many items of the scale require teachers' observation over time, not their assessment on one occasion. However, there are also some items in the EYE-TA that ask specific questions about children's ability/ knowledge. Some teachers prefer to assess those items directly with the child. After entering the data into the online database for each kindergarten class, a report will be generated. The report includes the children's' scores for each domain, a summary of the level of development of each child and also the class profile for learning,

behaviour and physical development scores. The individual scores for each domain indicate the average score among items for the domain and range from 0 to 3. The developmental levels are color coded and indicate: a) “Green” as Appropriate Development (scores range from 2 to 3), b) “Yellow” as Experiencing Some Difficulty (scores range from ≥ 1 to less than 2), and c) “Red” as Experiencing Significant Difficulty (scores range from ≥ 0 to less than 1).

Domains:

The details of the 5 domains covered in the EYE – TA are as follows:

Domain A – Awareness of Self and Environment

- Children’s general knowledge of the world
- The set of concepts formed as a result of their prior learning

Domain C – Cognitive Skills

- Pre-academic skills
- Foundational literacy and numeracy skills

Domain D – Language and Communication

- Oral receptive and expressive language
- Ability to understand and tell stories

Domain E – Physical Development

- Gross and fine motor skills
- Health and energy level

Domain B – Social Skills, Behaviour, and Approaches to Learning

- Physical aggression
- Activity level
- Attention
- Emotional Difficulties

Documentation:

The EYE provides different guidelines for the teachers planning to use the EYE-TA through the training materials and the administration/scoring guide. The guidelines include:

1. “*Early Years Evaluation: Teacher Assessment (EYE-TA) Information for teachers*” is a 3- page document about EYE-TA.
2. “*Quick Reference Guide*” is a one page document about how to enter data into the online database.
3. “*Using the Early Years Evaluation Teacher Assessment*” is a 17-page document that mainly describes domains and how teacher can use the information to support early literacy learning.

4. There is an *online help* that provides step by step introduction for the system log in and data entry.
5. The *EYE-TA Pictorial Materials* are available through the website and can be read or downloaded as a single PDF file.

Reliability:

Following three pilot studies assessed the reliability of the EYE-TA.

1. A study of 13 kindergarten classes (n = 247 children) in Miramichi region of New Brunswick;
2. A study of 49 kindergarten classes (n = 961 children) in 5 school districts in New Brunswick;
3. A study of 18 junior-kindergarten and kindergarten classes (n = 310 children) in Brockville, Ontario.

Internal reliability suggests that EYE-TA is reliable at both the individual and at the classroom level (range from 0.87 to 0.96 for the 4- and 5-year old sample).

Validity:

Age Group Differences: According to the authors, the EYE - TA shows sensitivity to child development. In other words each of the subtests showed positive correlation with the age of the child with the weakest correlation for the social skills and behaviour subtest (0.18) and the stronger one for the cognitive skills (0.61).

Concurrent Validity: Another method of demonstrating validity is to demonstrate that the EYE – TA is correlated to other measures of preschool evaluation and child outcomes. The correlation between EYE - TA scores and two other assessments were as follow:

The Wechsler Individual Achievement Test - Word Reading subtest (WIAT): Awareness of Self and the Environment 0.44; Social Skills and Behaviour 0.27; Cognitive Skills 0.70; Language and Communication 0.48; Physical Development 0.39.

Two subtests of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

- a. *Initial Sound Fluency (ISF):* Awareness of Self and the Environment 0.35; Social Skills and Behaviour 0.21; Cognitive Skills 0.48; Language and Communication 0.35; Physical Development 0.29.

Letter Naming Fluency (LNF): Awareness of Self and the Environment 0.42; Social Skills and Behaviour 0.28; Cognitive Skills 0.71; Language and Communication 0.47; Physical Development 0.43.

Publication Information:

The Early Years Evaluation – Teacher Assessment, was developed by Willms and Beswick (2005) at the KSI Research International Inc. Beaverbrook Ct. Fredericton, NB Canada.

References:

Publisher's website: <https://www.ksiresearch.com/eye/index.php>

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